



**Lehman Alternative Community School ★ Ithaca, New York**

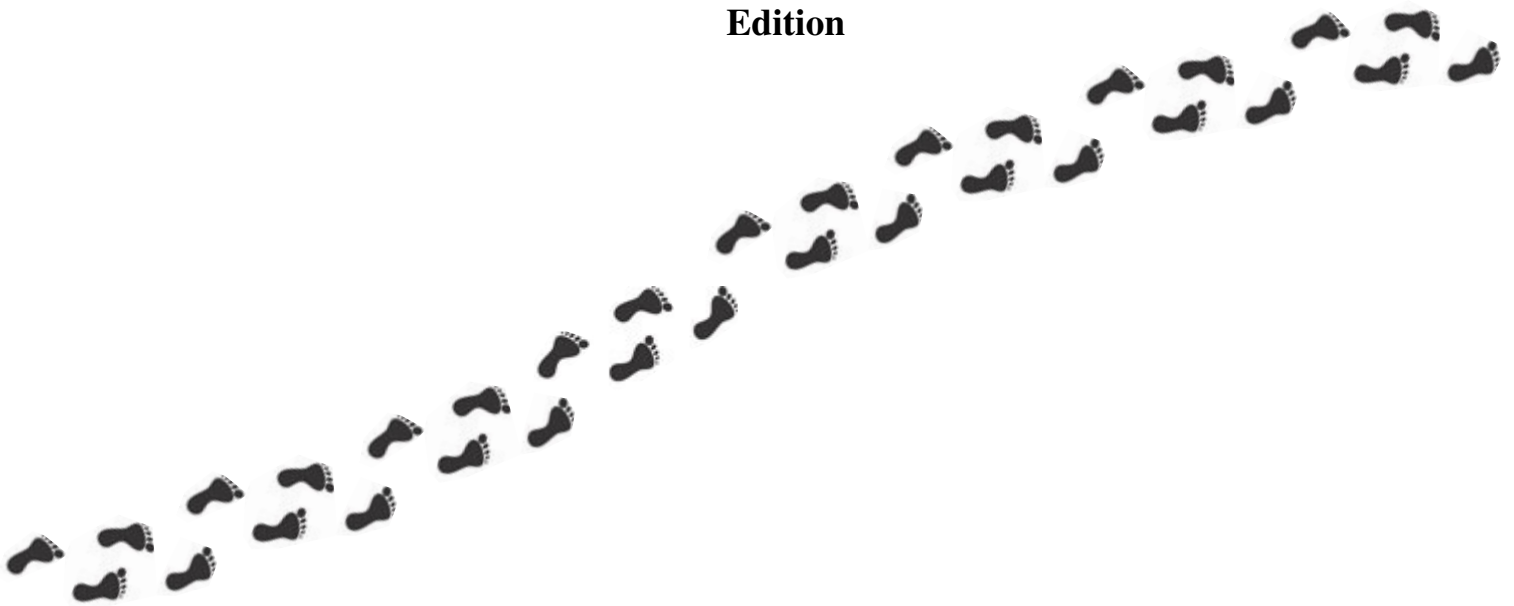
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# **LACS Footbook**

with  
**GBE High School &  
Middle School Requirements &  
Coalition of Essential Schools  
Common Principles**

A “Step-by-Step” Guide to the ways and workings of  
LACS for Students, Staff, and Parents/Caregivers

**2007-2008  
Edition**



Note: The original “ACS Footbook” was written by a committee of students and staff in 1984-85. This Footbook is an attempt to provide a common source for all three components of our LACS community—students, staff, and parents/caregivers—as well as those outside of the LACS community seeking information about who and what we are as a public alternative middle and high school of the Ithaca City School District.

# NINE WEEK SCHEDULE

# Lehman Alternative Community School

Student Name \_\_\_\_\_  
 Family Group Leader \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_  
 Cycle # \_\_\_\_\_

The following schedule is a learning program for a 9-week cycle. Each course should be initiated by the teacher or supervisor. Schedule changes may be made **only** during the first week after scheduling begins for each 9-week cycle, and should be initiated by the Family Group leader on the office copy of the schedule. Please circle all courses/projects for which you are requesting a letter grade, and write in the name of the teacher of each course/project.

Period	Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>1</b>	9:05-9:50				9:05-10:40	
<b>2</b>	9:55-10:40					
<b>3</b>	10:45-10:50 10:55-11:35	Morning Meeting	10:45	10:45	10:45-12:25	Morning Meeting
<b>4</b>	11:40-12:25					
<b>5</b>	12:25-1:00			LUNCH		
<b>6</b>	1:05-1:45	Family Group	1:05-2:10	Committee		Family Group
<b>7</b>	1:50-2:35		2:15-3:25			
<b>8</b>	2:40-3:25					
<b>Other</b>						

The signing of this schedule represents a commitment on the part of the student, parent/guardian, and the school, to this specific learning program for a full 9-week schedule.

Signatures :

Student \_\_\_\_\_ Parent/Guardian (where applicable) \_\_\_\_\_ Family Group Leader \_\_\_\_\_

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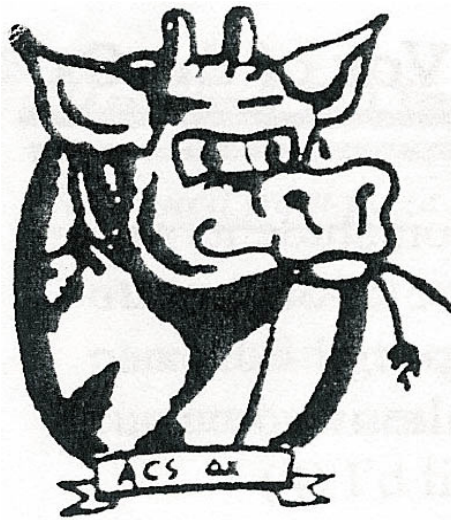
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**PART I**

**INFORMATION ABOUT**

**LACS**



## INTRODUCTION AND HISTORICAL BACKGROUND

This **FOOTBOOK** contains information relating specifically to LACS. **Part 1** covers general topics about how the school functions and covers specific guidelines and procedures that members of the school community are expected to honor. **Part 2** includes an outline of our GBE (Graduation by Exhibition) requirements for high school students, as well as expectations for successfully completing our middle school requirements. (Note: For a comprehensive discussion of ICSD policies and issues related to Student Conduct and Student Discipline, see the 1999-2000 Handbook of Student Rights and Responsibilities. A copy of this Handbook is available in the LACS Library.)

## HISTORY

Lehman Alternative Community School was begun in September of 1974 as the “**New Junior High Program,**” an alternative junior high school, grades seven through twelve, with 65 students and four full-time and five part-time staff. NJHP was created by the Board of Education in following one of a series of recommendations made to the Superintendent of Schools and School Board of the Ithaca City School District by the blue-ribbon “Alternative Education Committee.” The school was housed in the former gas and electric company building, on the corner of Court and Plain Streets, owned by the School District and formerly used to house the District’s Central Administration offices. The program was given an initial three-year trial period, during which time outside evaluations were done by a participant observation team from the School of Human Ecology of Cornell University, Dr. Robert King of the New York State Education Department, and Dr. Eric Gardner of Syracuse University and the Stanford Achievement Testing program.

Having successfully met the three year trial period, NJHP was out-growing its space and was moved to the **E-building wing of Ithaca High School** in September of 1978. The program continued to expand, and after a year-long study in 1978-79 by another District “Alternative Education Committee,” a recommendation to create an alternative high school was approved by the Superintendent and Board of Education, and thus NJHP was expanded in September of 1979 to include the “**Alternative Community High School,**” grades nine through twelve (with the sixth grade being added to the seventh and eighth to create a “middle school”). ACHS quickly became pronounced “**Ox**” for short, and thus our mascot was created.

The school continued to expand and again to out-grow its space, and thus, in September of 1983 moved into the former West Hill Elementary School on Chestnut Street. The population continued to expand until reaching its current limit of 265 students in a building which is again over-crowded and with close to 200 students on the “waiting list.” At the end of the 2003-04 school year, the school expanded its name to Lehman Alternative Community School in honor of its founding principal Dr. David Lehman who retired after 30 years of distinguished vision and leadership.

For the past 20 years, LACS has been a partner of the **Coalition of Essential Schools**, a national secondary school reform movement initiated by Dr. Ted Sizer of Brown University. This led to LACS developing its own unique set of high school graduation requirements and alternative means of evaluating students progress toward school those requirements, moving completely away from the old high “credit system” and New York State Regents Exams. This work led LACS to be designated, in the fall of 1992, as one of the first fourteen “**Compact Partnership Schools**” under the Board of Regents and Commissioner’s “New Compact for Learning,” a document calling for major reforms in education for the state of New York.

## GOALS OF LEHMAN ALTERNATIVE COMMUNITY SCHOOL

1. To be a genuine **Alternative** where:
  - a. students, staff, and parents/caregivers are directly involved in governance;
  - b. students have opportunities for personal interaction with many adults, both in school and in the community;
  - c. students may study subjects of personal interest;
  - d. students are involved in anti-racist/anti-bias education; and
  - e. courses are available which relate to contemporary issues in society.
2. To be a cooperative, supportive **Community** striving to share power and resources within the school and the larger community.
3. To be a **School**, an environment for active teaching and learning, working and playing together.
4. To remain steadfastly responsive to the people who make up our school community and, thus, to adapt to the changing needs of our students, parents/caregivers, and staff.
5. To encourage respectful relationships among people of different age, economic, racial, cultural and ethnic groups, providing opportunities to learn from each other, both academically and socially.
6. To provide curriculum and instruction which is non-competitive, heterogeneously grouped, and has constructive evaluation based on individual learning.
7. To provide a staff that is at least as diverse as the student body, providing role models and support for all students.
8. To encourage personally relevant expression and communication through the universal language of the arts.
9. To provide a curriculum that helps each student improve skills, from grade six through twelve, enabling each graduate to go on with education, to enter the job market, and to meet problems of daily life.
10. To provide appropriate support to help each student grow in skills, whatever the ability or subject.
11. To help students learn about their emotional, as well as intellectual and physical, selves.
12. To teach non-violent conflict resolution.
13. To act as a resource and forum for sharing our educational experiences within our District and beyond.

*[These goals were originally developed in 1974-75 - the first year of the New Junior High Program and have been reviewed and revised by the LACS community three times, most recently in 1995-96.]*

## PHILOSOPHY OF LEHMAN ALTERNATIVE COMMUNITY SCHOOL

Lehman Alternative Community School's **philosophy** is based on certain **beliefs and ideals**. We recognize that change in our world is inevitable and we believe that it can be directed to promote the common welfare. Therefore, as an educational institution:

- We believe we have a responsibility to promote a broader world view and a positive change by the way we design our curriculum and prepare our students for learning throughout their lives.
- We believe in the importance of each individual student.
- We believe in encouraging students to use freedom responsibly, and to make educational choices appropriate to their individual levels of development.
- We believe in providing for the needs of a diverse population of students, and students of all abilities.
- We believe in being a fair, caring, community-run school with respectful consciousness of all minorities.
- We believe each student can excel through self-discipline, community support, and respect for people of all ages as educators and fellow learners.
- We believe that learning can be of value to students in their present lives, not just for the future, and that students have a place in, and can make contributions to their society.
- We believe the affective and creative aspects of learning are as valuable as objective and conceptual learning.

By acting on these beliefs and ideals we can enable our children to deal positively with change and to contribute constructively both socially and politically to our society.

[This philosophy statement of beliefs was developed by the joint student/staff/parent "Committee to Re-evaluate and Revise our Curriculum" - C2RC - in the spring of 1987, and was reviewed and revised by the LACS community during the 1995-96 school year.]

## ADMISSION TO LACS

Admission to LACS is open to any sixth through eleventh grader (we typically don't take seniors) and begins with an **application and a visit**. The application can be picked-up from the main LACS office anytime, and the visits are handled in one of two ways - either by attending one of the winter or spring evening "Open House/Orientation Sessions" which are advertised through the media and the elementary schools, or by arranging a conference with one of the Guidance Counselors. Once the application has been filled out and returned to LACS, the names are placed into an **"applicant pool" (or "waiting list")**. Then, as there are openings, names are drawn from different sub-pools. Admissions are made with the goal of maintaining a diverse student population that is reflective of the Ithaca School District, with a balance of males and females, and approximately the same number in the different grades.



## ADVISORY BOARD/LACS COUNCIL

The LACS Advisory Board was created by the Board of Education in 1974 to serve as the overall policy making body of the New Junior High Program. It was expanded to incorporate the governing of Lehman Alternative Community High School upon its creation, and has recently undergone a change to become the **LACS “Site-Based Council,”** or simply the **LACS Council**, in keeping with the District and State Education Department’s move to shared decision-making. The functions of the LACS Council include, but are not necessarily limited to:

- setting in-school policies for the program;
- recommending staff for hiring to the School Board;
- evaluation of courses and learning activities;
- long-term planning;
- advising the staff as to problems which may not be evident to those working inside the program;
- public relations;
- developing supportive measures for the program;
- seeking community resources;
- investigating grant funds for special projects; and
- arranging parent resources.

The membership of the Council is - twelve students, four staff, four parents/caregivers, and four representatives from the greater Ithaca community. The Council meets once a month, forms committees to do some of its background work, and operates by consensus. Their meetings are always open to any member of the LACS community.

## AIS/ SUPPORT SERVICES

LACS provides “Support Services” which include – Special Education Resource Room Teachers and Teachers Assistants for both middle and high school students, an English as a Second Language (ESL) Teacher, Academic Intervention Services (AIS), “504” Services (our current 504 coordinator is Laura Chacona, our support teacher), social worker, school psychologist, nurse, middle and high school guidance counselors, outreach worker, and teacher advocate for students of color.

## ANTI-BIAS HARASSMENT

If you feel you have been sexually harassed verbally or physically, or have been treated in a prejudicial or biased manner by another student, then contact one of the members of the “Anti-Bias Support Team” (or, if you prefer, another staff member who could contact one of them), and the incident will be investigated.

## ATTENDANCE POLICY

Students will be designated as **“not meeting expectations”** if they have **more than 3 (10%) “unexcused” absences for classes** that meet four times per week, or **more than 2 (10%) “unexcused” absences in Committees or Family groups or Extended Projects**, or **more than 1 (10%) in All School Meetings per nine-week cycle**. Absences are defined as **“legal” or “excused”** according to the following:

- 1) when students have written excuses signed by a parent/guardian on file with the attendance secretary in the LACS main office, and are for any of the following - sickness, attendance at health facilities, sickness or death in the family, religious observances, impassable roads or weather, court appearances, music lessons, approved work programs, or approved college visits;

- 2) when students are on a family trip for which they have provided notice to their teachers in advance in order to receive assignments to cover the period of the trip;
- 3) when students are on school trips/activities (including those involving BOCES Vo-Pro courses or courses at other educational institutions) and they have notified their teachers in advance; and
- 4) when students have been “excluded” (suspended) from LACS for disciplinary reasons.

**All other absences are defined as “illegal” or “unexcused.”**

**Rationale** - Students and staff and parents/caregivers at various meetings over the spring, summer, and fall of 1994, all affirmed that particularly with our new graduation by exhibition, attendance in classes—to participate in discussions, and to be on student “teams” doing research and presentations in classes—is now even more important and essential to successful learning.

## DECISION-MAKING DOCUMENT

### INTRODUCTION

#### Preamble

We, the members of Lehman Alternative Community School, being of sound mind and body, wishing to bring our school out of the murky, primordial waters of our democratic past and desiring the purity, cleanliness, and clarity of order, desire the adoption of the following system of site-based self government.

May order prevail unto eternity.

#### Purpose

*This document is the basis for deciding which decision-making body at LACS has purview over each new proposal.*

The purpose of this Decision-Making Document (DMD) is to lay out guidelines for the LACS community which clearly define who gets to decide what in our school. The Decision-Making Document is to be used by the school community to demonstrate where a new proposal goes and general guidelines defining how that proposal shall be decided.

While this purpose shall remain the basis for the document, we realize that the document itself shall need revision as the school matures. A process for amending this document is included under purview.

#### History

This decision-making document arose from the uncertainty Agenda Committee faced in the mid 1990's. A proposal was brought to the committee, and Agenda was unable to decide if it should be brought before the students in All School Meeting or before the staff in staff meeting.

The question of who should decide this proposal led to the creation of a student “Constitution Committee”. which was to draft guidelines for the school that would decide what sorts of proposals would come to staff, what would go to students, and what would be decided by other groups. *LACS staff were charged with creating a similar document, independently, with the final version to be a combination of the two.* Agenda would then use this document, upon approval by the school, to decide where the controversial proposal - and others like it - would go. This document is the combination of student and staff versions, with parent input through the LACS Site-Based Council.

## How to use this Document

We realize, in the confusing mass of documentation which defines the democratic school governance system of LACS, that a document that is created today will be hard to understand in years to come.

That is why we have provided several overlapping versions of the document. Described below is what each section of the decision making document is.

**Easy Reference Guide-** to allow easy access to the information in the DMD, this is the first and easiest place to go to have your questions answered.

**Complete Text of Purviews-** this is where you go, after consulting the Easy Reference Guide, when your questions aren't completely answered. The Complete Text goes into the purviews outlined in the Reference Guide in more detail, explaining the rationale for why the purviews are outlined *as they are*.

**Visual Map of Purviews-** a graphical version of the Easy Reference Guide, for those of you who prefer visuals.

**Appendix and Notes-** for clarification of the dense material presented elsewhere in this document.

**Glossary-** for the poor newcomers to the school who have no clue about what the difference between an ASM, LACS an SBC, this is the right place to go.

**Index-** when you're completely lost, you can still find exactly what you're looking for.

## LACS SHARED DECISION-MAKING MODEL

How is school government at LACS organized?

What school groups can make decisions about what?

### LACS Council/Site-Based Council

Many of the members of the Site-Based Council are staff and students, and thus are already represented in other decision making processes. Although the Council is accorded specific responsibilities, its main responsibilities should be to review and advise. In

keeping with this goal, the Site-Based Council participates in the Student-Staff Approval Process as a compromisory board, but without any voting power.

### Non-decision-making responsibilities

- Council must gather input from all concerned parties before making decisions.
- Council must publicly post its decisions, both in full and in a quick, easy to read format (perhaps on posters.)

### Decision-Making Responsibilities

- Deciding how decisions are made in the Site-Based Council.
- Final say on interpretation of this document
  - If agreement cannot be reached on the correct interpretation.
  - Creating a proposal to clarify or amend this document once decided.
- Implementing admissions policy set by School Board
- Recommendations to Principal concerning
  - Budget
  - Hiring / dismissal of staff
  - Buildings and grounds
- Resolving Compromise Proposals under Student Staff Approval Process (see appendix: Student Staff Approval Process)

- Specific Goals (to be shared with school)
  - Five-Year School Development Plan
  - Other concrete goals

### **Staff Meetings**

A staff only group, in addition participating in the *Student Staff Approval Process*.

#### Non-decision-making responsibilities

- Posting all decisions made by Staff Meeting that fall under this document. Must be posted in a public location, both in full and in a quick, easy to read fashion.
- Getting student input and being receptive to input on all matters relating to when and what classes, projects, family group, etc. are offered. To be achieved by evaluations of classes, informal questionnaires, petitions, or other methods that may arise.
- Posting all decisions made that fall under the Student-Staff Approval Process.
- Making sure that there are enough courses to fulfill all Middle School Challenges and High School Graduation Requirements.
- Notifying students of expectations for each individual class / project /committee

#### Decision-Making Responsibilities

- When classes and projects are offered, excluding student led classes or projects.
- Who teaches what classes and projects, excluding student led classes or projects.
- Requirements and expectations of individual classes/projects/committees
- Participating in 2/3 Endorsement Process.
- Deciding how decisions are made in Staff Meetings.

### **School Meetings**

The LACS version of direct democracy; one person, one vote. Staff and students both involved for most decisions.

#### Non-Decision-Making Responsibilities

- Posting all decisions made in a public location, both in full and in a quick, easy to read fashion.

#### Decision-Making Responsibilities

- Allocation of special funds
  - Cafe Special Project funds
- Creation of Committees
  - Committees may serve new needs or assist in responsibilities originally accorded to ASM.
- Deciding how decisions are made in School Meetings
  - Except where otherwise noted.
- Fall Retreat
  - When it occurs
  - All other matters unless interfering with district policy or Compromise Process purview.
- Rights and Responsibilities
  - Expectations and agreements of behavior.
  - Processes for dealing with violation of expectations.

- School Look
  - Murals/permanent displays
  - Flags/Logos/Etc.
- Spring Trips
  - Date they occur
  - Allocation of funds

### **Student-Staff Approval Process**

Covers decisions made by students and staff voting separately, with each group given equal power (see appendix)

Philosophy Statements (see glossary)

### Timetable

- How the day is broken into periods (see appendix C: Timetable)
- How the week is divided i.e.; when morning meeting, family group, etc. happen.

### Amending this document

### Graduation Requirements, creating and modifying

- GBE essentials
- Middle School Challenges
- Any other graduation requirements

### Formal evaluations of students, staff, and teaching.

- How such evaluation takes place
- Appearance of forms
- Content of forms
- Frequency of forms

### **Students as a Group**

### Election of Representatives to

- Site-Based Council
- School Board

### Participating in the *Student Staff Approval Process* during School Meeting time.

### **Committees**

Committees are an integral part of School decision making. However, the continually evolving nature of committees would make it difficult to include a list of the responsibilities of each committee in this document. A committee creates its own goals and responsibilities as long as they do not conflict or vary drastically from the original goals agreed upon when the committee was created. See also the appendix. A list of current committees may be included with this document for reference only.

### Non-decision-making responsibilities

- Posting all decisions made that significantly affect the day to day operation of the school in a public location. (Examples of committees that should always do this include the student court, the committee that works on student rights and responsibilities, etc.)

### Changing purpose of committees

- A committee may not significantly change its purpose or goals without resubmitting to All School Meeting. This should not be an issue, because in most cases a new committee could be formed, achieving the same end.

### Forming committees

- Committees must be approved by All School Meeting. A staff person must be found to lead or supervise each committee.

### **Principal**

### Issues pertaining to health and safety

### Evaluation of staff

## **EASY REFERENCE GUIDE – LACS SHARED DECISION MAKING MODEL**

What school groups can make decisions about what?

### **LACS Council / Site-Based Council**

- Deciding how decisions are made in the Site-Based Council.
- Final say on interpretation of this document
- Implementing admissions policy set by School Board
- Recommendations to Principal
- Resolving Compromise Proposals under *Student Staff Approval Process* (see appendix: *Student Staff Approval Process*)
- Creating Specific Goals, implementing *Philosophy Statements*

### **School Meetings**

- Allocation of special funds
- Creation of Committees
- Deciding how decisions are made in School Meetings.
- Fall Retreat
- Rights and Responsibilities
- School Look
- Spring Trips

### **Staff Meetings**

- Deciding *how* decisions are made in Staff Meetings.
- Notifying students of expectations for each individual class/project/committee
- Requirements and expectations of individual classes/projects/committees
- When classes and projects are offered, excluding student led classes or projects.
- Who teaches what classes and projects, excluding student led classes or projects.

### **Students as a Group**

- Election of Representatives
- Participating in the *Student Staff Approval Process* during School Meeting time.

**Student-Staff Approval Process**

- LACS attendance policy
- Amending this document
- Evaluations
- Graduation Requirements, creating and modifying.
- Philosophy Statements
- Timetable

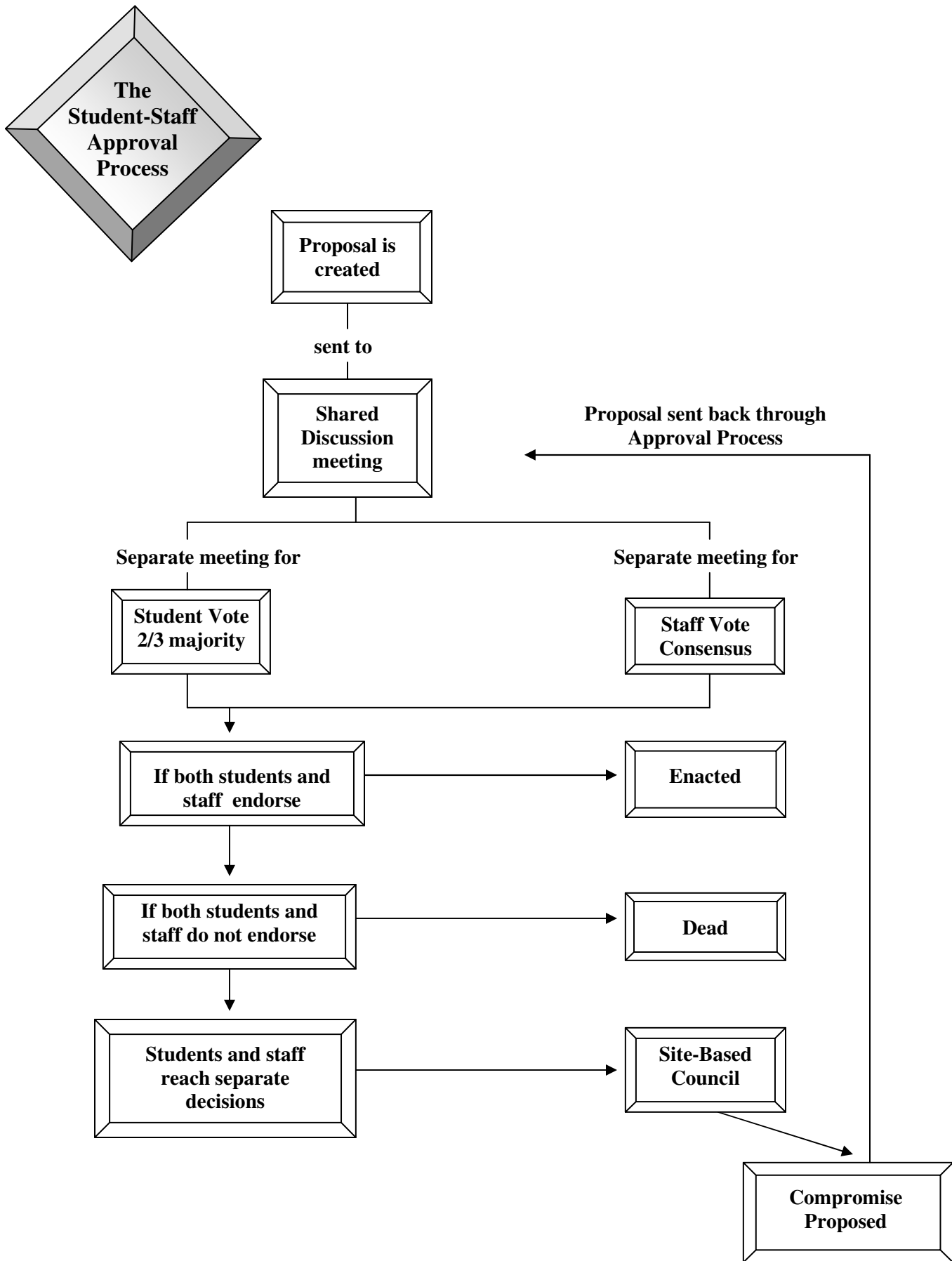
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**Principal**

Issues pertaining to health and safety

Evaluation of staff





## APPENDIX AND NOTES

Additional clarification of responsibilities and/or process mentioned in the document “LACS Shared Decision Making Model: Who Decides What?”

### Student-Staff Approval Process

The Student-Staff Approval Process has gone by many different names — 2/3 veto process, 2/3 endorsement process, and first with the idea of so-called Red Flag Proposals. None of those were accurate, so here is yet another name. However, the intent is the same with all of these names; to somehow balance the power of students and staff in making decisions. The decisions included under this process are of such importance to both students and staff that: we must spend time to make sure everyone is heard, and we cannot make the decision lightly. This process was created to reflect all of those goals.

#### Description of Process

Shared staff-student discussion meetings must take place before any vote, preferably “small meetings” during a scheduled All School Meeting time. *No vote may occur at this meeting!*

Two voting meetings take place after the shared discussion meeting, one for staff vote only (by consensus) and one for student vote only (by 2/3 majority). They may or may not include discussion.

- If both staff and students vote to pass the proposal in their separate meetings  
*The proposal is enacted.*
- If both staff and students vote the proposal down in their separate meetings  
*The proposal is dead.*
- If students and staff disagree, and this is the first time the proposal has gone through the compromise process.  
*The proposal is dealt with as described below under **If Proposal Not Endorsed....***
- If students and staff disagree, and this proposal has already gone through the compromise process.  
*The proposal is dead. A new proposal may be written if wanted.*

**Rationale:** if the proposal has already failed the compromise process, it is probably because of the central ideas. This means that further compromise is unlikely to succeed and would waste the time of the Site-Based Council.

#### Process Notes

No amendments are made at any meeting that falls under this process. The reasoning is that the logistics are far too complicated. Allowing amendments to be made during the actual discussion would severely impede the process, and would have fewer benefits than disadvantages. Authors should think carefully about how they write their proposals before they are submitted, but a process is outlined in this document for a compromise proposal if it is needed. Also, other, similar proposals can always be brought.

Thorough notes are taken at each meeting during this process (to be used in case of disagreement).

Copies of these notes are given to Agenda Committee to be kept. Agenda will give copies of the notes to Site-Based Council if it is necessary to create a compromise proposal because of disagreement between staff and students. (*See next page under If Proposal Not Endorsed...*)

## If Proposal Not Endorsed By Both Staff and Student Votes

Proposal is sent to the Site-Based Council

Council creates a compromise committee, at least some of whom are members of Site Based Council. Authors of the original proposal may not be on the compromise committee, but are invited to give input. The committee may be a standing committee, but must allow new members for each new issue.

Compromise committee meets.

- At least two “hearings” must occur; one immediately after or during school, and one in the evening.
  - Times and locations of these hearings must be clearly announced and posted to the school a reasonable amount of time before the hearing takes place.
  - Written opinions must be solicited as well.
  - Thorough notes are taken at each hearing.
  - The hearing is intended to hear all sides of the issue under disagreement as well as hear suggestions for resolving the issue. It may or may not include discussion, but may not include decision. It is recommended that the author of the original proposal and all other interested parties attend.

A meeting is set up to make a compromise proposal.

- Time and location of each meeting must be clearly announced and posted to the school a reasonable amount of time before the meeting takes place. The author of the original proposal and all other interested parties may attend, but will not vote.
- Further written opinions must be solicited.
- The new compromise proposal is written, incorporating all feedback previously obtained, and must be agreed to by all members of the compromise committee.

Newly revised proposal is resubmitted to the *Student Staff Approval Process*, being voted on by students and staff independently. If passed (by staff consensus and by a 2/3 majority of students) the proposal stands. If not passed by both students and staff, the proposal is dead.

## **Submitting Proposals**

To a group that you are a member of:

Each decision-making group (for example, Staff Meeting, School Meetings, etc.) will establish its own guidelines on submission of proposals. However, any person must be allowed to make a proposal, pursuant to guidelines established in this document and any guidelines the group itself may make from time to time.

These guidelines must be clearly posted.

If you are a parent or community member, including alumni:

You may submit a proposal to any school decision making group.

You must find a “sponsor” to bring that proposal to the correct group. You have the right to participate in that decision making group’s process but may not vote. That sponsor must be a member of the school, but not necessarily the group that will decide on the proposal.

To a group of which you are not a member.

Any group or individual may submit a proposal to be reviewed by any decision making group. That proposal will then be decided by that group using their regular process. You have the right to participate but may not vote.

### **Timetable**

If any person wishes to make a change for the next school year **which would affect the timetable** (for example, offering all double-period classes) or change the timetable directly, that person must bring his or her idea for a change as a proposal through the *Student-Staff Approval Process* in the **spring before the year when the change would go into effect**, no matter what group would normally make that decision.

This is intended to prevent any change to the timetable being made over the summer that would significantly affect all students or staff. This does not prevent staff from scheduling individual classes over the summer.

### **Consistency with Goals**

Any person who feels that a decision was made that was inconsistent with school goals or philosophy should bring a proposal to change that decision to the appropriate group.

A person outside of the regular school decision-making body should contact the family liaison with their concerns, who will then determine the appropriate handling of the problem and submit a proposal to the appropriate group.

Agenda should confer with the author and schedule that proposal for the very next regular school meeting, or recommend that an Emergency All School Meeting be called.

### **If this document is incorrectly interpreted**

i.e., a change is made by a group or process which should not have had purview over it.

The person who notices makes an appeal to Agenda Committee.

Agenda compares the issue to the outline of purview described under “What School Groups Can Make Decisions About What?”

If the outline of purview is clear on the correct process and only a simple mistake was made

- The decision is suspended.
- Agenda notifies the school body of the problem.
- Agenda sends the proposal through the correct process to be decided again.

If the outline of purview is unclear on the correct process

- The proposal is reviewed by Site-Based Council.
  - If Site-Based Council thinks it was decided using the correct process.
  - The decision is allowed to stand.
  - If Site-Based Council thinks it was decided under the wrong process.
  - The decision is suspended.
  - Site-Based Council notifies the school.
  - The proposal is brought through the correct process as determined by Site-Based Council.

No matter how Site-Based Council decides, Site-Based Council creates a proposal to amend and clarify this document, to prevent future confusion.

That proposal is sent through the usual process for amending this document (the compromise process currently).

### **Amendments to this document**

If a person wishes to amend this document, he or she will write a proposal proposing his or her change and send that proposal to Agenda Committee.

- That proposal is brought through the Student-Staff Approval Process.
- The proposal alone is voted on, not this document. If the proposal is enacted, this document is changed to reflect that amendment. This document as a whole will not need to be re-ratified.

A change of name to this document is considered an amendment to the document, and should therefore follow the process of amending the document.

If the name of a group mentioned in this document is changed.

- The name change is sent to Site-Based Council.
- Site-Based Council decides whether to update this document to reflect the name change.
  - The update does **not** need to go through the entire process of amending this document.
  - Lists and other descriptors, including the “current voting practices” list, the list of current committees, and the glossary, may be updated by the group that maintains this document without amending this document.

### **Current Voting Practices**

These are useful only as guides as to how things are now. They should not be construed as actual guidelines, as each group can decide on their own voting practices without amending this document.

This list should be updated on any change.

- Site-Based Council currently votes by consensus.
- Staff Meeting currently votes by consensus.
- School Meeting currently votes by a 2/3 majority of combined student/staff votes.
- Notes
  - “Consensus” currently means that all who vote can live with a decision, not that all are necessarily for it.
  - “2/3 majority” means that 2/3 or more of those voting (excluding abstentions) are in favor of a proposal. The rationale of excluding abstentions is that, if they were to be included, they would in effect count as “no” votes by raising the number of votes needed to reach a 2/3 majority.
  - In the Student-Staff Approval Process, a 2/3 majority is now used by students in place of 2/3 veto. This is because a 2/3 veto would mean that only 1/3 of students would need to agree with the staff in order to pass a staff proposal. This would clearly take away power from students.

### **Posting of Decisions**

Groups that are required to post the decisions that they make should post all such decisions in one shared central location. This includes School Meeting proposals, Staff Meeting proposals, Site-Based Council minutes, and committees that make decisions (such as the Student Court). It might be a good idea to include other minutes on this “wall of democracy” (such as ICSD School Board Meeting minutes).

## **GLOSSARY**

Definition of all the terms used in the Shared Decision Making Model. This list is separate from the Model, and may be updated as needed without amending the Shared Decision-Making Model.

### **2/3 Endorsement**

(see Two-Thirds Endorsement)

### **2/3 Majority**

(see Two-Thirds Majority)

### **2/3 Veto**

(See Two-Thirds Veto)

### **5-Year Plan**

A plan periodically developed by the Site-Based Council.

### **Abstain**

To make a conscious decision to vote neither yes nor no on a proposal or issue.

### **Abstention**

A single person's decision to abstain from voting.

Abstentions: the total count of all people who choose to abstain from voting.

### **Advisory Board**

The group now referred to as Site-Based Council.

### **Agenda Committee**

Organizer and facilitator of All School Meetings. Collects proposals and brings them to be voted on in All School Meetings.

### **All School Meeting**

A meeting to decide an issue or proposal.

A meeting of the entire school in one room to decide an issue or proposal. (as opposed to Half-School Meeting or Quarter School Meeting).

The group which makes decisions about issues outlined in this document. See "All School Meetings and Students as a Group" under "Allocation of Purview."

### **Amend**

To make an amendment.

### **Amendment**

Any addition or modification to a proposal. Amendments are each voted on separately from the proposal.

A change or modification to a document, esp. this document.

### **ASM**

See All School Meeting

### **Committee**

A group scheduled to meet twice a week. Committees may be affinity groups, decision making groups, maintenance groups, issue groups, etc. See "Committees" under "Allocation of Purview."

### **Compromise**

a : settlement of differences by arbitration or by consent reached by mutual concessions

b : something intermediate between or blending qualities of two different things.

### **Compromise Process**

The process outlined in this document to balance the voices of students and staff in making certain decisions.

### **Consensus**

A decision made by agreement of all members of a group. Agreement may simply mean that a person can live with a decision.

### **Course**

Synonymous with Class.

**Enact**

(A Proposal) To have enough votes in favor of a proposal that the proposal is put into effect. See Pass

**Endorse**

(A proposal) The process of a decision making group approving a proposal formally by either: giving it the number of votes required for that proposal to pass, or reaching a consensus.

**Essential**

A graduation requirement under GBE.

**Evaluation**

A form containing a summary of the performance of a student in a class/project/committee/ etc. Similar in intent to a grade, but much more in depth. Includes student self evaluation as well as a teacher evaluation and a course description.

**Fall Retreat**

Annual all school field trip to Arnot Forest.

**Family Group**

Group meeting twice a week, similar to home room, but for a longer block of time, where students get to know others who might not be in their classes.

**Graduation By Exhibition/GBE**

Requirements for graduation from LACS (see GBE glossary on page 73)

**Half School Meeting**

(See All School Meeting) School Meeting that is divided into two groups that have separate discussions in separate rooms.

**HSM**

See Half School Meeting

**Middle School Challenges**

Requirements a student must fulfill to complete middle school.

**Pass**

(A Proposal) To have enough votes in favor of a proposal that the proposal is put into effect. See Enact

**Philosophy**

Any of the several statements and documents that contain the central ideas of LACS. These include the "LACS Person of Character," "We Believe..." statements, etc.

**Project**

Similar to a "block" in "block scheduling." A special, longer period that occurs currently twice on Tuesday afternoons, and twice on Thursday mornings. This period is designed for class lab times or simply as a time for anything which could not happen in a short 45 minute period. Projects include painting, sculpture, biology lab, ice skating, frisbee, digital imaging, etc.

**Proposal**

A document containing an idea to be decided on by the school. This idea remains a proposal until it has been passed.

**Purview**

The range or limit of authority, competence, responsibility, concern, or intention. [Merriam Webster Dictionary] Specifically, the issues over which a decision making group has power.

**QSM**

See Quarter School Meeting

**Quarter School Meeting**

(See All School Meeting) School Meeting that is divided into four groups that have separate discussions in separate rooms.

**Representative**

A person elected to represent others in a vote.

**Rights and Responsibilities**

A list of the rights and responsibilities given to students.

**SBC**

(see Site-Based Council)

**School Board**

Ithaca City School District Board of Education.

**School Meeting**

(See All School Meeting) *or* Any meeting of the school for the purpose of voting and discussion.

**Site-Based Council**

Site-Based Council, Site Council, Council, etc. See description of makeup in the document “structure of groups.” Formerly known as Advisory Board.

**Small Meeting**

Meeting in the same room. See also; Half School Meeting, Quarter School Meeting

**Spring Trips**

Annual week-long trips. Several different trips with different focuses occur, but all at the same time.

Fundraising takes place over the school year and in the last quarter especially.

**Staff Meeting**

A staff only group, in addition participating in the *Student Staff Approval Process*.

**Timetable**

The way in which the day is broken into periods, and the week broken into days for family group, committee, projects, etc.

**Two-Thirds Endorsement**

A process no longer used, which was similar to the Student-Staff Approval Process.

**Two-Thirds Majority**

At least two-thirds of all those voting (this does not include those abstaining) are in favor.

**Two-Thirds Veto**

A process no longer used, which was similar to the Student-Staff Approval Process.

## EMERGENCY EVACUATION AND POWER OUTAGE EMERGENCY PLANS

### I. EMERGENCY EVACUATION PLAN

In the event that the LACS building has to be evacuated by all students and staff for a short period of time, all students and staff will initially gather in our gym (if the gym is not available, everyone will gather on the south asphalt playground), and then proceed by Family Groups down the sidewalk on the east side of Chestnut Street to the U.S. Army Reserve building at the north end of Chestnut Street. If students have to be sent home from there, arrangements will be made for the district buses to pick up students on Chestnut Street, not Sunrise, and for parent/caregivers to pick-up students in the Army Reserve parking lot off Sunrise Street.

### II. POWER OUTAGE EMERGENCY PLAN

Basic Premise: as much as possible (other than some extreme circumstance which would mitigate against this, particularly because of all of our classrooms having outside window lighting), we are better able to handle power outages with all of us, students and staff, remaining here at LACS and not evacuating the building. The following are the procedures to be followed:

- 1) If the power outage is before school begins, all students and staff should still report to LACS, and should carry on our morning schedule for that day as usual. But, if the power is to be out beyond 10:10 (2 hours of classes), then we should have an early dismissal. To successfully accomplish this:
  - a) all staff not teaching a given class period should be in the halls to help direct traffic and operate emergency lighting;
  - b) the main office will be the central decision-making area;
  - c) before being dismissed, all students should meet with their Family Group, and specific plans for getting home safely made, and noted by Family Group Leaders;
  - d) Family Groups will be assigned a phone in the building to which members of that Family Group can go with their Family Group Leader to make phone calls home (this is particularly critical for middle schoolers and special need students);
  - e) school buses will be contacted to facilitate early dismissal; &
  - f) breakfast will be served, but without hot food, and lunch will not be served.
- 2) If the power outage occurs later in the morning, and power is to be restored later than 11:15, an early dismissal still will be activated (as above).
- 3) If the power outage occurs later in the day than 11:30, lunch will be served, and we will complete the day's schedule as usual with no early dismissal [*buses cannot be organized so late in the day*].

## FAMILY GROUPS

Functions include, but are not limited to:

- 1) **Counseling** - formal and informal, individual and group, personal and/or school issues, during and after school (may involve help from the "Support Team")
- 2) **Academic Advising and Monitoring** - filling-out forms, distributing information, discussing upcoming events, making out schedules each nine-week cycle or semester, monitoring student progress, and discussing teachers' Evaluation Reports and "Flags" with students (and possibly parents/caregivers)
- 3) **Parent/School Communication and Community-Building** - Family Group leader main contact with parent/guardians, informal meetings throughout the year, in person and/or phone conferences, all school events, Family Group events involving parents/caregivers
- 4) **Friendship and Social/Peer Identity** - place to form new friendships, strengthen old ones, discuss what friendship means, to do things together, learn about themselves in social settings, task-oriented situations, and decision-making



- 5) **Social/Group Skills/Interaction** - working with others in an organized group setting, learning what makes groups successful; participation in decision-making, problem-solving, “laboratory in civics/in democracy,” students encouraged to take leadership for/of the group
- 6) **Developing a Consciousness of Alternative Education** - discussing our philosophy and beliefs, goals and values, and what makes our school “Lehman Alternative” or different
- 7) **Recreational** - having fun together, developing, planning, and organizing group activities
- 8) **ASM Attendance and “Check-In’s”** - attendance at weekly All School or Unit Meetings is taken by the Family Group; also, during Family Group time “checking-in” involves giving each student “air-time” to say how he or she is doing and to get support from the group
- 9) **Discipline/Conflict Resolution** - all discipline begins with the Family Group leader, perhaps with another student and Family Group leader and “dispute resolution and third-party intervention,” if unsatisfactory or more serious, then to the Mediation Committee or the “Alternative Community Court”
- 10) **Spring Trip Fund-Raising** - planning and implementing various methods of raising each Family Group’s share (presently \$100) of funds toward the series of annual Spring Trips [last revised 9/19/95]

### FAMILY GROUP CHANGE PROCESS

- 1) Family Group changes will not be made until after 30 days from the announcement/posting of initial Family Groups in September - this means no attendance at or visiting of any Family Group during that 30 day period.
- 2) It is the student’s responsibility to tell their present Family Group leader if s/he wants to switch Family Groups.
- 3) It is the student’s responsibility, also, to tell one or more Family Group leaders that s/he would like to switch into their Family Group if possible.
  - Family Group leaders who receive requests must:
    - take the student’s name and reason as to why the student is requesting the change, but **make no decision or commitment** at that time
    - **not discuss** such a request with members of their Family Group
  - Hayya Mintz and Judy Paskin (Guidance Counselors) are available to assist students in approaching Family Group leaders as needed
- 4) Students can only request a change once per year.
- 5) All Family Group changes should be made before the end of 2nd cycle (or 1st semester).
- 6) Family Group changes will be determined by size of Family Group with a minimum of 10 and a maximum of 14.
- 7) If and when a Family Group change has been approved by the two Family Group leaders (the “sending” and the “receiving” Family Group leaders), then it is the responsibility of the student to complete an “Add/Drop” form in the main office; and the form requires the signatures of both Family Group leaders. [last revised 11/8/95]

## HABITS OF MIND AND BEHAVIOR, AND QUALITIES OF CHARACTER

Developing the following “habits of mind,” “habits of behavior,” and “qualities of character” will be critical in successfully completing a middle school and high school program. Though these habits and qualities of character will not be formally assessed or evaluated as part of our middle school promotion or high school graduation requirements, they are critical to develop and will be important throughout each student’s secondary school experience.

### HABITS OF BEHAVIOR

- sharing responsibility for group work
- keeping personal records of your learning
- saving and organizing your work
- being on time
- getting things completed on time

### HABITS OF MIND

- asking “how do we know what we know?”
- seeing through multiple viewpoints
- imagining alternatives by asking “what if ?”
- seeing/making connections
- asking “what difference does it make?”

### AN LACS PERSON OF CHARACTER STRIVES TO BE:

- **Anti-Biased:** accepting others and their differences, realizing how their actions affect others.
- **Responsible:** by acting in accordance with school guidelines and philosophy, and by being drug, alcohol, and tobacco free on school grounds, trips, and all other LACS activities.
- **Respectful:** listening to others, acknowledging individuals merits and rights to make decisions, avoiding abuse, mistreatment, or taking advantage of people or their mistakes.
- **Trustworthy:** demonstrating honesty, integrity, and reliability.
- **Caring:** being kind, sharing, and sensitive to the feelings of others.

[Originally developed by the LACS “Families Against Racism” group during the summer of 1994, this list was reviewed and revised by students, staff, and parents, and approved by the LACS Site Based Shared Decision Making Council on 13 June 1996.]

## RIGHTS/RESPONSIBILITIES/RULES

### RIGHTS AND RESPONSIBILITIES

The following statements were approved as an overall statement about what we expect of each other as far as our behavior. These were approved by the All School Meeting in the spring of 1995:

- A. You have the right as an individual and/or as a group to feel and be safe in the school, and
- you have the responsibility to keep the school safe;
  - you have the responsibility to behave in a manner conducive to learning; and
  - you have the responsibility to keep the school a healthy learning environment.
- B. You have the right as an individual and/or as a group to feel and to be respected in the school, and
- you have the responsibility to respect other people’s property;
  - you have the responsibility to respect other people’s feelings; and
  - you have the responsibility to respect the school.

## RULES

[**Note** - On the following pages there are the various rules that have been developed over the years by students and staff at LACS from which the above statements were developed in case a student needs a more specific description of a “rule” than the general statements of “rights and responsibilities” provided above. There also is a reference to the Ithaca City School District’s Handbook of Student Rights and Responsibilities: School Conduct and Student Discipline, copies of which are made available to all students, staff, and parents/caregivers in the beginning of the year.]

- 1) No stealing
- 2) No defacing the hall displays, announcements, etc.
- 3) Put your trash in the trash cans
- 4) Don’t rough people up physically or emotionally

[This rule was further clarified in March 1990 as follows:

- a) if two or more students “physically abuse” each other (shove, slap, hit, trip, kick, or grab), then both students will be excluded (suspended) from the LACS community either in-school or out-of-school to home for the remainder of that day (or the following day), parents/caregivers will be called, and a Review Board hearing will be initiated;
- b) if a student “verbally abuses” another student (attacks another with words including name-calling and swearing), then the abused should immediately do one of the following - request a meeting with his or her Family Group leader and the Family Group leader of the other student who is involved, request Peer Mediation to deal with the conflict, or file a Review Board form, and in addition, should notify his or her Family Group leader immediately of the choice made and who was the other student involved in the abuse; and
- c) if one student “physically abuses” another (as defined in “a” above), then there will be the following immediate consequences
  - the offender will be excluded (suspended) from the LACS community (suspended in or out of school), the case will go to the Review Board, and Peer Mediation may be utilized where appropriate (note - the Family Group leader and parents/caregivers will be notified in this case as well).]

- 5) No extortion

- 6) Graffiti is allowed in the graffiti area only

[This rule was further clarified in March 1987 as follows:

- a) obscenities and/or wording which is derogatory toward anyone is not acceptable;
- b) the graffiti area does not extend onto or past the doorframe separating it from the hallway;
- c) the ceramic tiles on the lower section of the wall should not be marked;
- d) our school, including the art room, does not provide materials for use in the graffiti area;
- e) the “Bulletin Boards, Displays, and Murals Committee” will periodically paint over the area; and
- f) if the area is misused we will bring the concern to an All School Meeting to determine how to deal with the problem.

Misuse of the area subsequently was a topic of All School Meetings during the winter of 1993-94, and the following up-dated rules were approved:

1. only write in the foyer (the southeast entry-way) and
2. not on the tiles or woodwork;
3. the “Students Rights and Responsibilities Committee” will oversee the use of the graffiti corner and report back to the ASM on use/abuse and will censor examples of misuse;
4. the graffiti room will be repainted once every nine-week cycle;
5. individuals misusing the graffiti room will be brought to the Review Board; and
6. no racist, sexist, homophobic, or personally offensive remarks are allowed.]

**7) Don't slide down banisters**

**8) Skateboarding**

- No riding of skateboards inside the school building at any time (meaning "don't have the skateboard between you and the floor" )
- Riding outside during lunch, free periods, before and after school is allowed on LACS school grounds--but not in the front driveway or parking lots, and not at the time when a student has a scheduled Class, Project, Committee, Family Group, or scheduled meeting
- Students must wear a skateboard helmet and elbow pads whenever skating on LACS grounds from the time they arrive at school to the time they leave (students may use their own gear or they can check-out the school's safety equipment--a process for checking out equipment will be established)
- Any skateboard equipment (such as rails, ramps, or pipes) must be properly maintained by the school district; thus students must report to the Head Custodian, Night Custodian, or Principal any damage or unsafe condition with equipment

**CONSEQUENCES:**

1st violation---warning and phone call home

2nd violation--call home and a written assignment about the infraction

3rd violation--one (1) week ban from skateboarding at school  
(call parent/caregivers with request to keep student's skateboard at home)

4th violation--two (2) month ban from skateboarding at school  
(call parent/caregivers with request to keep student's skateboard at home)

**9) No threatening people**

**10) Don't spit**

**11) Don't freestyle on the chairs**

**12) Don't throw snowballs around cars**

[Further clarification - snowball throwing is allowed only on the north "ultimate frisbee" field with the consent of those participating.]

**13) No real weapons in school**

**14) Don't come to school "high"**

**15) Walkmans are allowed in school, but don't use them in ASMs or in class unless a teacher says that you can**

**16) Please don't play your "box" if it is disturbing to others**

**17) No smoking on school grounds**

**18) Don't disturb other people**

**19) Don't disturb classes unless it is absolutely necessary**

**20) Keep your shoes on**

**21) Don't mess with people's lockers**

**22) Don't bring drugs to school unless you have a prescription, it's in the original container, and you have a note with permission from you parents/caregivers**

**23) If you leave an ASM (or choose not to attend), then you must be quiet in the hallway or wherever you choose to be**

**24) Bicycles, scooters, etc. can only be ridden on our three blacktopped areas; students cannot ride on the driveway in front of LACS except as would be expected upon arriving or leaving. [see fuller clarification/expectation in #8]**

**25) No running in the halls [This rule was further clarified in March 1990 and modified in the fall of 1993 as follows:**

- a) The first time any student is observed running in the building (except in the gym) that student will receive an immediate warning, will be expected to stop immediately, and his or her parent/guardian (s) will receive a telephone call or letter to inform them of the incident and the warning.

- b) If, any time during the rest of the school year, that student is observed running in the building a second time, he or she will be expected to stop immediately and will be given one day of “community service” to be coordinated with the custodian.
  - c) Further running violations will result in a one day exclusion (suspension) from the LACS community.
  - d) There will be no exceptions to our rule of no running in the building, not even for emergencies. In an emergency, remain calm, determine clearly what has happened, and then move quickly - but do not run - to the Nurse’s Office and then to the Main Office. Do not panic; running could cause another accident. We need to ensure a safe environment for everyone in our school community.]
- 26)** No card playing, listening to walkmans, or sleeping in school meetings
- 27)** [This rule was adopted in October 1993.] We have an “Off-Campus Permission Form” which, if filled-out and signed appropriately by parent/guardian(s), allows our high school students only to be off-campus at the specified times, but requires that such students sign-out and sign-in with the Secretary in the Main Office.
- First offense: one day exclusion (suspension - new students will be given a warning their first time)
  - Second offense: one day exclusion plus two week loss of Off-Campus Permission for high school-ers and
  - Third offense: one day exclusion plus one, nine-week cycle loss of Off-Campus Permission.

## **EXPECTATIONS**

- 1)** Go as far beyond the minimum as you personally can
- 2)** Come to class on time
- 3)** Don’t leave class unless it’s worth the interruption caused
- 4)** Attend all classes, Family Groups, Committees, and ASMs
- 5)** If you must skip a class, do it responsibly; explain your absence to the teacher/class, and get all homework
- 6)** Be respectful of other people
- 7)** Listen to other people when they’re speaking and don’t interrupt
- 8)** Expect to have the right to be listened to
- 9)** Respect things owned and/or used by other people
- 10)** A persons locker is their personal space and should be treated as such
- 11)** If you borrow something, return it undamaged
- 12)** A drinking fountain is a drinking fountain, use it to drink out of
- 13)** Use the bathrooms as they were intended to be used
- 14)** Be careful with the school’s equipment
- 15)** Respect other people’s needs
- 16)** The Main Office is the hub of the school; keep it quiet and clean, and be nice to the secretary
- 17)** Represent LACS as a good place to come and learn
- 18)** Show respect to the people visiting LACS, guest speakers, etc.
- 19)** Don’t abuse substitute teachers
- 20)** Keep the school grounds looking nice; throw out your trash

## SCHOOL POLICIES AND GUIDELINES

### DANCE PROCEDURES AND GUIDELINES

- 1) **Check with the school secretary (Gerri Benedict) first** to sign up on our building use calendar and be sure the gym is available for use.
- 2) **There should be at least five (5) adult chaperones, and at least two (2) of these should be males;** chaperones can be staff or parents/caregivers. **The names of the chaperones should be given to the school secretary before the dance.** There should be at least one chaperone in the gym at all times. Typically, chaperones are stationed at the outside doors, in the upstairs hall, and in the front hall near the front door at all times. Chaperones should patrol both inside and outside the school, and check bathrooms frequently.
- 3) **There must be a chaperone by the front door at all times throughout the dance.** Except under special circumstances, **once people leave the dance they will not be re-admitted.**
- 4) Only LACS students and their dates may attend an LACS dance. LACS students assume responsibility for guests they bring into the school, and **must register their date's name in advance** with the adult sponsor of the dance (e.g. Family Group leader).
- 5) There is no smoking allowed in the school or on school grounds. This rule applies equally to students and adult chaperones.
- 6) It has been a courtesy to let the neighbors across the street know when we will be holding a dance.
- 7) An adult sponsor of the dance should notify the Ithaca Police Department when a dance is planned so they can help insure the safety of all participants.

### OFF-CAMPUS POLICY AND PROCEDURES [last revised December 1995]

LACS high school students (grades nine through twelve) - and not middle school students (grades six through eight) - have "off-campus" privileges provided a **"Release-Time Custody Agreement"** form is completed and signed by their parent/guardian(s) at the beginning of each semester. On this form it indicates when a student is granted such privileges to leave the LACS campus. Although typically such times are usually at lunch and when a student has a "free" period, it can refer to any time and is based on our belief in students taking increasing responsibility for their own education. Students with such a completed form on file in the main office **must "sign-out" and "sign-in"** on the daily log sheet maintained in the office.

**Any high school student** who is off campus without an approved "Release-Time Custody Agreement" form, or who does not "sign-out," will **initially be given a warning** in person and in writing to them and their parent/guardian(s), and it will be filed in the main office. If this occurs **a second time, the student will lose "off-campus" privileges for a two week period.** Any repeated occurrences will result in extended loss of such privileges.

Likewise **any middle school student** who is off campus will initially be given **a warning**, and the second time will be expected to do **three days of "community service" during ninth period with our custodial staff.** Any repeat occurrences will result in extended community service.

## **OVERNIGHT GUIDELINES**

- 1) Any LACS group requesting an overnight must sign-up with the School Secretary on the “room use” calendar to make sure there is no conflict with another group using the building. The following list of guidelines (approved by both the All School Meeting and the Staff Meeting) applies to all Family Group or other LACS student group “overnights” held in the LACS building: a signed parent/caregiver permission form must be collected for each student prior to the overnight
- 2) security – only the front door to LACS should be used, and it must be locked after the group is in the building with no student leaving the building unless it is a whole group activity
- 3) maximum number of students – Family Group members only; maximum of two Family Groups on the same night; similar limit of numbers for other groups
- 4) male and female adult supervision required for mixed gender groups
- 5) limit space to necessary areas – gym, kitchen, bathrooms, sleeping space – make prior arrangements with those staff who work in these areas, particularly if requesting equipment, and return all equipment
- 6) appropriate rest/bedtime (quiet) 11:00 p.m. to 7:00 a.m. with all areas cleaned and ready for school
- 7) all regular school policies (as outlined in this Footbook) will remain in place, e.g. no smoking in the building or on school grounds.

## **SMOKING POLICY**

January 24, 1995 the Ithaca City School District Board of Education, in compliance with changes in New York State law, voted to approve a new district-wide policy:

Absolutely NO SMOKING by students or adults (staff or parents/caregivers) in any school buildings, any school grounds, or in school buses, or private cars on school grounds, at any time.

Thus, the earlier policy of providing an area on school grounds outside of the building for students with letter of acknowledgement” regarding their dependence on tobacco, was ended.

## **CONSEQUENCES FOR STUDENTS WHO VIOLATE THE DISTRICT NO SMOKING POLICY:**

### First and Second Violations:

Attend a ninth (9) period class (2:40-3:25) with the School Nurse on the health dangers involved in smoking. (Note- there is an LACS shuttle bus leaving at 3:30 for Ithaca High School, where connections can be made for area buses.)

### Third Violation:

The student is excluded from LACS for one (1) day.

## **STUDENT DRESS CODE**

With the following two statements below as our guideline, and drawing on our experience in this area over the past thirty years (in which dress has not been a significant problem), the staff and students at LACS will continue to work together with our parent/caregivers to maintain a “safe environment” as free possible from any “distractions and disruptions” that might be caused by a student’s dress; an educational environment where the “educational process is not impeded.”

- LACS students are expected to honor the dress code as outlined in District “Student Conduct and Student Discipline Handbook of Student Rights and Responsibilities” which adheres to guidelines required by the State’s new “SAFE Schools” legislation, it states –  
**“The purpose of this dress code is to support a school community environment that is safe orderly and committed to the delivery of the educational services without distractions or disruptions....”** and that such a Dress Code should **“...prevent distractions which impede the educational process.”**
- This district “Dress Code” also refers to the Ithaca City School District policy #5311.5 which was approved by the Board of Education on 24 July 2001 which states:  
**“The responsibility for student dress and general appearance shall rest with individual students and their parent/caregivers...The Board prohibits attire bearing an expression or insignia which is obscene, lewd, vulgar or libelous, or which advocates violence or prejudice on the basis of a protected classification [e.g. race, ethnicity, sexual preference, religion, etc.] as defined by district policy #5020...The superintendent, principals, and other designated administrators shall have the authority to require a student to change his/her attire should it be deemed inappropriate according to the above guidelines.”**

## **TALENT SHOW PERFORMANCE GUIDELINES**

- 1) Each proposed act must be previewed by a “Screening Committee” of students and staff. No act may be performed unless it has been approved by the Screening Committee.
- 2) There is a five (5) minute time limit for each act.
- 3) There is a time limit of one period (about 40 minutes) for the entire show.
- 4) Acts should have genuine talent, humor, and/or fun (e.g. singing, playing music, reading poetry, dancing, or other performances.)
- 5) Performances may not contain obscenities or put downs aimed at any individuals or groups.

## **VISITOR GUIDELINES**

[These guidelines were approved by an ASM in 1988.]

**Welcome to LACS** - whether you are a returning LACS graduate, an ex-student, a prospective student or parent, or an interested visitor; our community welcomes you and hopes that you have a great stay. You will find information about LACS on the shelves in the Main Office; ask to see the **Lehman Alternative Community School Footbook: A “Step by Step” Guide to the Workings of LACS for Students, Staff, and Parents/Caregivers**, or simply ask someone if you have specific questions.

### **For All Visitors:**

- Please check-in at the Main Office to say “Hi”
- Sign the **Guest Book** where you will identify the reasons for your visit, the plan for your stay, and put a copy of your day’s schedule in the Guest Book.
- For anyone visiting for more than one day per nine-week cycle, you or your sponsor must make pre-arrangements with the Principal or a Guidance Counselor.
- Please check-out at the Main Office to say “Good-by”

### **Former Students** returning to visit LACS, after steps 1-3:

- If your visit is for more than half a day please make out a schedule and put it in the Guest Book.
- Please make pre-arrangements if you wish to visit more than one day per nine-week cycle (see #3 above).



**Prospective students** (thinking about going here) after 1-3

- Please make out a schedule for the day of your visit after consulting with the Principal or a Guidance Counselor. Put a copy of your schedule in the Guest Book.
- As you go to each class or project please introduce yourself at the beginning of the period to the teacher, and show them your schedule. Unfortunately it may be that some classes won't be appropriate for you to attend for that day. If so please check back at the Main Office.

**Friends of Current LACS students, after steps 1-3:**

- Identify your host LACS student when you sign-in.
- Fill-out your day's schedule, and put it in the Guest Book.
- Your host should introduce you to the teacher at the beginning of each class, especially if you are following different schedules.
- Your host should review with you the **LACS Philosophy and Goals** as well as our **LACS Rules & Expectations**.

**Parents/caregivers, staff from other schools, and other adults:**

- Please make prior arrangements with the Principal or our Community Studies/Volunteer Coordinator at least one day in advance.
- The day of your visit please follow guidelines 1-4 outlined above.

**For LACS students wanting to bring a visitor:**

- At least one day before you want to bring a visitor to school with you, checkin with Hayya Mintz to make sure that it is a good day for the school to have a guest.
- Guests usually need to come on Mondays, Wednesdays or Fridays. If there is a special reason for your guest to come on Tuesday or Thursday speak with Hayya about it.
- Guests should clear the visit with their own school before they come to LACS. [Note - students who are suspended from their own school cannot legally be on our school grounds during the suspension.]
- When you arrive at school with your guest, go to the main office and fill-out a guest schedule.
- Your guest is expected to be in classes with you each period.
- Make a point of introducing your guest to each of your teachers at the beginning of class.
- Consider yourself responsible for your guest.

**For groups wishing to visit LACS:**

- Groups of teachers/administrators/students/parents/caregivers who wish to visit LACS are welcome, but we must restrict such visits to Wednesdays between October 1st and April 1st, and hopefully with no more than 10.
- When visiting classes we request that you stay for the whole class and not leave in the middle.
- We welcome any donations you would like to make to our "Institute" fund (which provides support for students with financial needs to participate in some school activities).

## **VISUAL AND VERBAL EXPRESSION GUIDELINES**

NOTE: The following guidelines and information summarize research done by the Student Rights and Responsibilities Committee on issues of free speech in schools. The research was done in 1990.

### **I. GUIDELINES FOR VERBAL EXPRESSION (VIDEO, RADIO, SPOKEN LANGUAGE):**

**Obscenity and indecent material are no-no's.**

The FCC, in 1987, made it clear that the broadcast of obscene programming is a criminal offense and that such broadcasts are banned from the airwaves at all times. Indecent material includes:

- the “seven dirty words” made famous by the George Carlin monologue
- language or material that depicts or describes, in terms patently offensive as measured by contemporary community standards for the broadcast medium, sexual or excretory activities or organs.

### **II. GUIDELINES FOR VISUAL MEDIA (PHOTOGRAPHY, VIDEO, DRAWING, MURALS, PAINTINGS):**

Nudity is a no-no.

**Applicable statutes:**

- 235.20- Disseminating indecent material to minors.

The following definitions are applicable to sections 235.21 and 235.22:

- “Minor” means any person less than seventeen (17) years old.
- “Nudity” means the showing of the human male or female genitals, pubic area or buttocks with less than a full opaque covering, or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple, or the depiction of covered male genitals in a discernibly turgid state.

- 245.11- Public display of offensive sexual material.

A person is guilty of public display of offensive sexual material when, with knowledge of its character and content, he displays or permits to be displayed, in or on any window, showcase, newsstand, display rack, wall, door, billboard, display board, viewing screen, moving picture screen, marquee or similar place, in such manner that the display is easily visible from or in any: public street, sidewalk, or thoroughfare; transportation facility; or any place accessible to members of the public without fee or other limit or condition of admission such as a minimum age requirement and including but not limited to **schools**, places of amusement, parks and playgrounds, but excluding rooms or apartments designed for actual residence ; any pictorial, three-dimensional or other visual representation of a person or a portion of the human body that predominantly appeals to prurient interest in sex, and that:

- a) depicts nudity, or actual or simulated sexual conduct or sado-masochistic abuse; or
- b) depicts or appears to depict nudity or actual or simulated sexual conduct or sado-masochistic abuse, with the area of the male or female subject's unclothed or apparently unclothed genitals, pubic area or buttocks, or of the female subject's unclothed or apparently unclothed breast, obscured by a covering or mark placed or printed on or in front of the material displayed, or obscured or altered in any other manner.

### III. GUIDELINES FOR DISPLAYING STUDENT ARTWORK AND PROJECTS:

[Enacted January 19, 2000, originally proposed by the Ad Hoc Student Rights & Responsibilities Committee] In order for students to display artwork or projects in communal LACS space the following guidelines are to be met :

- The student(s) will determine where and when to display their artwork/project with guidance from the teacher who assigned the work, provided that the artwork meets First Amendment standards as outlined by the Students Rights and Responsibilities Committee, or other assigned group.
- If a member of the LACS community is offended by the displayed artwork/project, that person (complainant) shall inform a member of the faculty.. The staff member will then inform the artist of the work in question that the display will be taken down until a meeting between the artist and complainant is has been held. This meeting with the artist and complainant will be held with facilitative support from a faculty member on the soonest date possible.
- During the meeting, with the faculty facilitator, the complainant will have an opportunity to express his/her feelings to the artist. The artist will then have a chance to explain his/her intent in the creation of the work. The group will then come to an agreement as to where and when the artwork/project will be displayed.
- If no agreement can be made between the artist and complainant, the staff member involved, in consultation with the Principal, will decide where and when the artwork/project will be displayed. The hope is to arrive at a decision that will satisfy both parties and be in the best interest of everyone.

### IV. RELATED CONSTITUTIONAL INTERPRETATIONS:

“The First Amendment to the U.S. Constitution guarantees freedom of speech to all Americans. Students in the Ithaca City School District do not shed (their) constitutional rights to freedom of speech or expression at the schoolhouse gate. However, that constitutional guarantee does not permit students to interfere with the orderly conduct of classes, to force others to participate in a particular method of expression, or to violate the rights of those who disagree with their point of view”<sup>1</sup>

“At the secondary public education level, a school will further have total discretion to suppress speech or activities which might harm or confuse impressionable youth.”<sup>2</sup>

### V. U.S. CONSTITUTIONAL GUIDELINES FOR OBSCENITY

- Would the average person applying contemporary community standards find that the material, taken as a whole, appeals to prurient (i.e., purely sexual) interest?
- Does the work depict or describe, in a patently offensive way, sexual conduct specifically outlawed by applicable state law?
- Does the work taken as a whole lack serious literary, artistic, political, or scientific value?<sup>3</sup>

“The courts determined that student speech that does not rise to the level of legal obscenity, i.e., is vulgar or offensive, may be censored and that **educators can exercise editorial control so long as their actions are “reasonably related to legitimate pedagogical concerns.”**<sup>4</sup>

Also note that media containing obscenity indecency, and nudity may be used by a teacher in the classroom for **legitimate educational purposes.**

**Footnotes**

1 Ithaca City School District, School Conduct and Student Discipline, A Handbook, pp.6-7

2 NYSBA, Law Studies, vol.XI, number 1, 1986; p.5 (case cited, Tinker v. Des Moines Independent School District)

3 Street Law, p. 314, (case cited, Miller v. California, 1979).

4 NYS Education Department, Appeal of Eric Brenner, No. 12153, p.\_? (cases cited: Bethel School District No. 403 et al. V. Frasier; Kuhlmeir v. Hazelwood School District)

## **Part II**

### **LACS**

#### **Graduation by Exhibition**

#### **(GBE)**

#### **High School Requirements**

**&**

#### **Middle School Requirements**

## HISTORY AND OVERVIEW OF GBE

In the spring of 1986, our LACS Advisory Board created “C2RC” - the “Committee to Reevaluate and Re-define our Curriculum” - made up of a large number of students, staff and parents working in various sub-committees. This committee was charged with the task of looking at our overall program of courses, projects and means of assessment. C2RC subsequently wrote a new “Philosophy” section to our LACS “Goals”, and recommended that we begin to move away from Regents examinations - both of which the community accepted later that spring. They also began the process of trying to decide what LACS **“Graduation by Exhibition” or “GBE”** with our own graduation requirements might look like - to answer the question:

**“What should our high school graduates be able to do, know and value upon completing high school?”**

A subcommittee of C2RC prepared a survey questionnaire for all of our students, staff and parents, asking them this question, and after an initial set of responses was returned, a second survey was distributed with a series of statements asking people to prioritize the things described as possible new LACS high school graduation requirements. These surveys got our whole LACS school community thinking, and one question in particular kept coming up:

**“How would you be able to evaluate whether students have demonstrated the learnings?”**

Thus, we paused in our process to give our staff the opportunity to develop some new, more authentic, “alternative” (not conventional paper-pencil tests or Regents exams) ways of evaluating student learning. After about a year and a half of this kind of work, we all returned to our survey results and again took up the task of trying to define our own LACS high school graduation requirements. Staff prepared a draft of a possible list of what students should be able to do, know, and value—and, with feedback from students and parents, continued during the past two years to develop an improved revision of these possible, newly defined requirements. In the pages that follow are our current, detailed description of what students actually need to demonstrate, rather than tally-up as credits or “seat time” in various courses. [You may find the **“GBE Glossary”** at the end of this Booklet to be a helpful guide.] Specifically the overall requirements have been modified into a **“Core Curriculum”** (typically to be completed in the first two years of high school), the more student-generated **“In-Depth Studies”** of “Advanced Explorations” (typically to be completed in the last one to three years of high school), and the **senior “graduation exhibitions.”**

In 1987 LACS joined a major national education reform movement spearheaded by Ted Sizer of Brown University - the “Coalition of Essential Schools” - because we were in agreement with the “9 [now 10] Common Principles” of the Coalition (copies of the Coalition’s “Prospectus” are available in the office). In fact, we were already doing many of the things called for in these Principles, such as creating a more personalized education. We also joined the Coalition because we thought it might help us gain some leverage finally to be able to make changes in the two key areas indicated above. Specifically, one of the 10 Principles calls for high school graduation by exhibition, **not** by “seat time” as prescribed in the old “credit system” of Carnegie units. [This system actually was created 100 years ago - not on sound learning theory of the day, but for the convenience of college admissions people who wanted a uniform high school program throughout the country.]

**Thus, the LACS staff feels confident that our work on GBE is indeed in the best interest of all of our students, and finally will give us local control (with School Board and State Education Department support!) over the two key areas we so long have sought: end-of-the-year assessments, including Regents exams, and high school graduation requirements!** This is to be considered a work in progress with on-going opportunities for input from everyone, and with modifications and improvements to be made throughout the coming years as we continue to develop our own LACS “graduation by exhibition”.

Developing the following **“habits of learning,” “habits of behavior,” and “qualities of character”** will be critical in successfully completing a high school program of “Graduation by Exhibition.”

### **HABITS OF LEARNING of a SELF-DIRECTED LEARNER**

Becoming a self-directed learner will involve:

- organizing time and materials
- having materials, i.e., pen(cil), paper, notebook, book(s)
- scheduling time to do homework
- starting a task, e.g., opens book, writes the first word
- persevering until task is completed
- asking questions when s/he doesn’t understand
- finding teachers, resources, replacing lost materials
- responding
- recognizing steps - breaking tasks into smaller sequential steps -
- prioritizing
- doing whatever is necessary
- taking responsibility for own actions
- being in contact with one’s own emotional and perceptual needs

A self-directed learner knows how to progress through his/her own educational plan, including HS graduation, by:

- knowing and understanding requirements
- knowing techniques of goal setting
- identifying (visualizing) ways/choices to meet requirements
- making a choice
- evaluating results
- making adjustments, then continuing or redirecting
- setting short-term and long-term goals
- experimenting and taking risks
- recognizing you can change your mind

Self-directed learners complete exhibitions successfully and gain investment in their own education through:

- making connections between: your life and courses, ideas and reality, school and future; attending class and doing homework assignments
- focusing, participating, listening, and being involved in course work
- pursuing topics of personal interest
- seeking alternate ways to meet requirements
- answering one's own questions

Self-directed learners respect the environment where they study and work by:

- working quietly when appropriate
- cooperating and not disrupting behavior
- listening, responding
- preserving materials and treating them properly

Self-directed learners critique their own work and are willing to rewrite or rework for excellence.

### **HABITS OF BEHAVIOR of a SELF-DIRECTED LEARNER**

Effective habits of behavior will require personal record-keeping by:

- having a place to write down assignments and writing them down
- keeping track of due dates
- checking off when assignments are done
- categorizing demonstrations for each Essential
- organizing sequentially (e.g., using consecutive pages in a notebook)
- knowing what needs to be done and what has been done

Such habits also include saving and organizing work through:

- having a place to save work
- knowing what work to save and what to throw out
- storing work in an appropriate place
- having a retrieval system

Lastly, these habits involve being on time and getting things completed on time by:

- knowing the time
- knowing one's schedule
- knowing deadlines
- planning backwards for steps to get work done
- knowing how one works best
- estimating how long a task will take
- planning ahead for time

### **QUALITIES OF CHARACTER**

**An LACS Person of Character strives to be:**

- anti-biased: accepting others and their differences, realizing how their actions affect others
- responsible: by acting in accordance with school guidelines and philosophy, and by being drug, alcohol, and tobacco-free on school grounds, trips, and all other LACS activities



- respectful: listening to others, acknowledging individual's merits and rights to make decisions, avoiding abuse, mistreatment, or taking advantage of people or their mistakes
- trustworthy: demonstrating honesty, integrity, and reliability
- caring: being kind, sharing, and sensitive to the feelings of others

[originally developed by the LACS "Families Against Racism" group during the summer of 1994, this list was reviewed and revised by students, staff, and parents, and approved by the LACS Site Based Shared Decision Making Council on 13 June 1996]

## **THE ESSENTIAL QUESTION , FINAL GRADUATION EXHIBITIONS**

**At LACS Our mission is to educate students to be global citizens in the 21st Century**

Using two key components of our **LACS PHILOSOPHY** and **GOALS**:

- 1) "...to enable our students to deal positively with change and to contribute constructive both socially and politically to our society..."
- 2) "...to enable each graduate to go on with education, to enter the job market, and to meet the demands of daily life..."

we ask our potential graduates the Essential Question:

**"How can you exhibit that you have the skills, knowledge and attitudes needed to be global citizens"?**

Answering the **ESSENTIAL QUESTION** requires each potential graduate to prepare and present the following **FINAL GRADUATION EXHIBITIONS**:

### **1) a Team Interdisciplinary Graduation Project to -**

- a. be completed in small teams of three or more seniors
- b. involve selecting an issue or topic that will draw on the skills, knowledge and attitudes that the students have developed throughout high school
- c. demonstrate historical research
- d. use the different methodologies of critical thinking and problem solving
- e. connect concepts from two or more Essential areas
- f. be communicated in a second language, or include a critique of the intercultural impact of the project
- g. involve taking a public stand or position
- h. be presented orally and in writing

### **2) an Individual Senior Project which will -**

- a. demonstrate the ability to work independently
- b. involve generating ideas, and selecting one, with a specific plan to create an original project
- c. be done outside the expectations of courses and projects
- d. demonstrate a specialized skill or ability or interest
- e. demonstrate life-long learning
- f. involve problem solving, where necessary, including seeking help when and where needed

### 3) an LACS Graduation Portfolio which will contain -

- a. documentation of successful “in-depth” study in two or more areas of the seven Essentials
- b. an autobiographical sketch
- c. self-reflections of the student’s educational experience (including community service and school governance)
- d. a personal resume (including community service, course work and career explorations)
- e. short-term plans for working and learning
- f. a personal plan for maintaining health and physical fitness
- g. a projected personal plan/budget for life after graduation
- h. personal recommendations from teachers or those who know the student’s work in a variety of areas
- i. a collection and analysis of different methodologies of critical thinking and problem-solving
- j. successful attainment of a level of proficiency for each of the seven Essentials.

Potential graduates will draw on **THE ESSENTIALS** to complete their **FINAL GRADUATION EXHIBITIONS** and complete their high school education.

## THE ESSENTIAL SKILLS, KNOWLEDGE, AND ATTITUDES FOR A GLOBAL CITIZEN

When students come to Lehman Alternative Community School, they are accepted as whole persons, socially, emotionally, and physically, as well as intellectually. Through students’ years at LACS, the staff will continue to work with them as whole persons, with both their inner and outer selves.

Throughout their high school program, LACS students will be expected to work on becoming *self-directed learners*. This will involve learning how to progress through their own educational plan (beginning with their plans for high school graduation), complete exhibitions successfully, critique their own work, invest themselves in their own education, respect the environment where they work and study, and accept that there is always more to learn.

Students also will work to develop such *habits of behavior* as **sharing responsibility for group work, keeping personal records of their learning, saving and organizing their work, being on time, and getting things completed on time**. And, students will be expected to work on developing the following **habits of mind**: asking “how do we know what we know?”; seeing through multiple viewpoints; imagining alternatives by asking “what if ?”; seeing connections; and by asking “what difference does it make?”

During their high school career, students will document their demonstrations of proficiency in our **core curriculum** comprised of the seven **Essentials for the Global Citizen**. Our LACS graduates will be:

### I. COMMUNITY PARTICIPANTS AND LEADERS who

- A. work and live cooperatively with others
- B. contribute to the community
- C. explore career possibilities

### II. COMMUNICATORS who

- A. read, write, listen, and speak in English
- B. listen, speak, read and write in a language other than English

- C. use the language of math
- D. use the personal computer

**III. CRITICAL THINKERS and PROBLEM SOLVERS who**

- A. act on and reflect an anti-bias attitude
- B. use different methods of critical thinking and problem-solving
- C. use the processes of conflict resolution

**IV. DESIGNERS, PRODUCERS, and PERFORMERS who**

pursue concentrated study in one art area: theatre, music, movement, visual arts, media, or technology

**V. RESEARCHERS WITH A HISTORICAL AND MULTICULTURAL PERSPECTIVE who understand:**

- A. U. S. history and the processes of democratic government
- B. global studies and multiculturalism
- C. local, national, and global economics

**VI. CONTRIBUTORS TO SUSTAINING THE NATURAL ENVIRONMENT who** know the key concepts of physical, biological, and chemical components of the environment; and understand their interrelatedness

**VII. HEALTHY PERSONS who**

- A. demonstrate physical fitness, group participation, and the meeting of personal physical challenges; and
- B. demonstrate an understanding of concepts of human sexuality and current major health issues (presently - AIDS, and substance use and abuse).

SPECIFIC LEARNER OUTCOMES, MEANS OF ASSESSMENT, AND EVALUATIVE CRITERIA FOR EACH OF THE ABOVE ESSENTIAL SKILLS, KNOWLEDGE, AND ATTITUDES FOLLOW ON THE NEXT PAGES —>

## **I. COMMUNITY PARTICIPANTS AND LEADERS who**

### **A. work and live cooperatively with others**

#### **OUTCOMES**

1. Demonstrate the development of positive interpersonal skills, including:
  - learning when to be a participant, when to be a leader, when to do both
  - learning to deal with established authority without being intimidated
  - affirming others
  - staying in the group, even if uncomfortable
  - controlling one's physical and verbal actions
  - respecting rights and viewpoints of others
  - giving and accepting useful feedback
2. Cooperate in Group Decision-Making by:
  - Setting agendas
  - Facilitating discussion
  - Taking notes
  - Leading a meeting
  - Voting from an informed point of view
  - Listening to other viewpoints
3. Set Goals by:
  - Generating ideas
  - Establishing and choosing goals
  - Working to further goals of group
  - Learning how to be informed
4. Accomplish Tasks by:
  - Choosing courses of action
  - Choosing an aspect of responsibility
  - Solving problems
  - Relating one's task to group goals
  - Working independently
  - Following through with chosen tasks
5. Work at Community Building by:
  - Being informed, using community processes
  - Developing active participation in the day-to-day running of LACS
  - Feeling empowered to make contributions to the LACS community
6. Engage in Self-Reflection by: Review means of being a successful participant:
  - Identifying outcomes practiced
  - Reflecting on personal learning & experiences
  - Reflecting and responding to group process.

## **I. COMMUNITY PARTICIPANTS AND LEADERS who**

### **A. work and live cooperatively with others**

#### **MEANS OF ASSESSMENT**

- 1-5. Each LACS high school student will participate in Family Groups, Committees of their choice, and weekly All School Town Meetings each cycle. Students and staff will complete quarterly group and individual Evaluation Reports for each of these outcomes. High school students, also, will participate in at least two LACS group “spring trips” and staff will complete Evaluation Reports for such trips.)
6. Students complete evaluations demonstrating their personal reflections and learning in school governance.

#### **EVALUATIVE CRITERIA**

Each committee and Family Group will establish the criteria for passing according to the means identified as necessary for the group to accomplish its goals.

Students must document successful completion of 75% of their high school cycles of School Governance at LACS. [*“Successful” completion means passing Family Group, Committee, and All School Meetings.*]

A student may not have more than 10% unexcused absences for Committee and All School Meetings.

Students must document successful completion of at least two LACS group “spring trips.”

**I. COMMUNITY PARTICIPANTS AND LEADERS who  
B. contribute to the community**

**OUTCOMES**

Contribute at least 60 hours of Community Service

**MEANS OF ASSESSMENT**

Community service will be demonstrated through:

- 1) choosing an areas of interest in community service, at least half of which must take place outside of LACS. (I.B. and I.C. may also be fulfilled under the auspices of a summer or weekend community sponsored program);
- 2) performing a community service; and
- 3) documenting and reflecting on the community service with the LACS Community Studies Coordinator, including:
  - a time log of the hours,
  - learnings/reflections from the service in a variety ways, all of which include meeting with the Community Studies Coordinator
  - an evaluation by the On-Site Supervisor.

**EVALUATIVE CRITERIA**

Successful completion of 60 or more hours of quality community service, including the necessary documentation and reflection. The quality of this community service will be determined by the Community Studies Coordinator in conjunction with the On-Site Supervisor.

**I. COMMUNITY PARTICIPANTS AND LEADERS who**  
**C. explore career possibilities**

**OUTCOMES**

Explore at least two career experiences

**MEANS OF ASSESSMENT**

Career explorations will be demonstrated through:

- 1) engaging in two or more of the following:
  - Community Placements
  - Community Academic Placements (CAP)
  - Work Study
  - Career-oriented classes or projects
  - Vocational courses
  - Independent Studies
  - Summer or weekend community sponsored programs; and
- 2) documenting and reflecting on the career exploration with the LACS Community Studies Coordinator, including:
  - written descriptions of each career exploration;
  - learnings/reflections from each exploration in a variety of ways, all of which include meeting
  - with the Community Studies Coordinator
  - evaluations by the On-Site Supervisors.

**EVALUATIVE CRITERIA**

Successful completion of two or more career explorations, including the necessary documentation and reflection. The quality of each career exploration will be determined by the Community Studies Coordinator in conjunction with the On-Site Supervisors of each experience.

## **II. COMMUNICATORS who**

### **A. read, write, listen, and speak in English**

#### **OUTCOMES**

##### **1. Effective and discriminating writers (W), able to write:**

- for varying purposes:
  - self-exploration (journal, diary, letters, personal essays)
  - critical analysis
  - invention (short stories, plays, poems)
  - persuasion; and
- demonstrating the following skills and knowledge:
  - ability to use and understand standard writing mechanics
  - ability to carry through multi-step writing process from brainstorming to error free final draft
  - ability to develop one's voice and style

##### **2. Effective and discriminating listeners and speakers (L&S), able to:**

- prepare for a verbal presentation with established individual goals, demonstrating:
  - ability to speak appropriately for a particular audience (language, body stance, style)
  - ability to use persuasive devices;
- work as part of a group to prepare and present a group presentation, demonstrating:
  - ability to be one's own advocate in an articulate way
  - ability to step in and out of speaker or listener role
  - ability to formulate and express ideas

##### **3. Effective and Discriminating Readers (R), able to:**

- demonstrate knowledge of selected literature in historical/social context
- analyze literature for:
  - structure, form, theme, cultural biases, etc.
  - the use of literary devices (e.g. symbolism, metaphor, inference)
- exchange ideas about literature in a group
- demonstrate knowledge of representative examples of:
  - world literature
  - American literature
  - contemporary literature

#### **MEANS OF ASSESSMENT**

##### **1. Writers**

Writing skills will be demonstrated through each student's portfolio. Portfolios will include a progression of demonstrations and/or performances of increasingly higher quality in each of the skill areas under "Outcomes".

Students will also take the ELA Regents exam.

##### **2. Listeners and Speakers**

Speaking skills will be demonstrated through individual and/or group presentations, including:

- oral reports
- debates
- dramatic performances
- interpretive readings
- public speaking



## **II. COMMUNICATORS who**

### **A. read, write, listen, and speak in English**

Listening skills will be demonstrated through:

- responses, evaluations, feedback on presentations by other students
- written or oral media analysis
- written evaluations by teachers

Students will also take the ELA Regents exam.

### **3. Readers**

Reading skills will be demonstrated through:

- writing samples in each student's portfolio
- a formal research paper
- group discussions, presentations, and student seminars
- individual projects/presentations
- written evaluations by teachers
- Students will also take the ELA Regents exam.

## **EVALUATIVE CRITERIA**

### **1. Writers**

- Portfolio demonstrations will be evaluated on the basis of: clarity of expression
- techniques appropriate to the genre
- organization of content
- development of ideas and information
- presentation (neat, error free, legible)
- depth of involvement/quality/interest

Students need to achieve a score of 65% on the ELA Regents exam (55% for the class of 2008)

### **2. Listeners and Speakers**

Demonstrations will be evaluated on the basis of:

- evidence of preparation
- degree to which individual goals are met
- clarity of expression
- organization of content
- development of ideas

Students need to achieve a score of 65% on the ELA Regents exam (55% for the class of 2008)

### **3. Readers**

Demonstrations will be evaluated on:

- use of supporting evidence from reading
- accuracy
- validity of theses
- appropriate use of terminology
- evidence of understanding common elements, historical and social contexts in literature

Students need to achieve a score of 65% on the ELA Regents exam (55% for the class of 2008)

## II. COMMUNICATORS who

### B. read, write, listen, and speak in a language other than English

#### OUTCOMES

##### 1. Students will be able to communicate in the past, present, and future tenses:

- with their peers and familiar adults
- about themselves and others and their daily lives and activities
- to socialize, obtain and provide information, express their opinions, and persuade others

##### 2. Students will demonstrate they are:

- **listeners** who understand simple oral communication
- **speakers** who converse on basic topics and express themselves coherently
- **readers** who understand a variety of texts, including written materials needed for everyday life
- **writers** who express themselves with clarity about everyday topics

#### MEANS OF ASSESSMENT

Over the course of what is typically two years at the middle school level and one year at the high school level of study **students will maintain a Portfolio which will include the following:**

- a recording demonstrating their oral progress at the end of the core years (typically done during the 9th grade year)
- examples of oral comprehension exercises
- writing samples, letters, dictations, and/or translation
- reading comprehension

At the end of each year of study, students will complete a final assessment designed to show their progress in all four skill areas – listening, speaking, reading, and writing.

#### EVALUATIVE CRITERIA

**For speaking and writing**, students will be evaluated on:

- their comprehensibility in using past, present, and future tenses;
- their ability to use a level of language which reflects increasing “complexity” of expression.

**For speaking**, students will be evaluated on the accuracy of pronunciation and frequency and quality of in-class participation.

**For listening and reading**, students will be evaluated on the basis of their ability to get the “gist” or basic meaning of everyday communication:

- in past, present, and future tenses
- with peers, familiar adults, and native speakers using familiar topics
- at a level of language which reflects increasing understanding.

At the end of the typical two years of introductory study of Spanish or French, students will need to successfully pass the **New York State “Proficiency Exam”** in one or the other of these two languages, which are the languages presently being taught at LACS. Students may also study other languages and demonstrate their proficiency in a similar manner.

## **II. COMMUNICATORS who C. use the language of Mathematics**

### **OUTCOMES**

#### **We want students to:**

- increase their confidence in using mathematics to solve problems, to communicate ideas, and to reason;
- develop their flexibility in exploring mathematical ideas and trying alternative methods in solving problems;
- persevere in mathematical tasks;
- reflect on their own thinking and performance, including the use of personal writing;
- understand the role of mathematics in our culture and its value as a tool and as a language.

**We expect students to demonstrate their ability to apply their knowledge to solve problems.**

**We expect students to demonstrate proficiency in the specific content of the core courses.** (See course offerings for outlines of this content)

[NOTE : Essential III “Critical Thinkers and Problem Solvers” is addressed in mathematics through the problem solving portfolio]

### **MEANS OF ASSESSMENT**

Passing core courses.

**Proficiency will be determined by the following criteria:**

### **EVALUATIVE CRITERIA**

#### **For Writing:**

- proper use of vocabulary and notation consistently to represent ideas, describe relationships, and model situations
- well organized reasoning
- supporting evidence given
- ideas clearly presented
- complete sentences, paragraph construction, syntax, grammar, etc. used consistently
- rephrase/restate the problem
- compare/contrast ideas and methods, justify one method over others
- accurate computations

#### **For Speaking:**

- those listed above for writing, plus:
- makes eye contact with audience
- uses visuals/other media
- includes appropriate intro to the context & summary
- uses appropriate volume, tone, inflection, enunciation, intonation

**II. COMMUNICATORS who  
C. use the language of Mathematics (continued)**

**EVALUATIVE CRITERIA (continued)**

For **Representing Visually & Physically**:

- high degree of originality
- high quality of construction
- accurate representation of concept/problem
- clear explanation of how the object represents the concept/problem
- project revised to completion
- accurate computations

1 entry per cycle submitted and approved by teacher for each of the three core courses

(Core course entries must be from different topics of study)

- Successful completion of 3 out of 4 cycles, including cycle 4
- 90% homework completion
- 85% proficiency on assessments (through revision, if necessary)

## **II. COMMUNICATORS who D. use the personal computer**

### **OUTCOMES**

1. Keyboarding
2. Word processing
3. Spreadsheet and graphing
4. Database
5. Gain familiarity with Hardware, and develop awareness of ethics and privacy
6. Produce interactive media (e.g. multimedia, web page digital imaging)

### **MEANS OF ASSESSMENT**

Students will demonstrate the seven (7) “personal computer use” Outcomes through a Portfolio which will include evidence of proficiency attained for each of the 7 Outcomes. (Or, students may pass a comparable class at BOCES, TC3, etc.):

1. use keyboarding software assessment and teacher observation
2. demonstrate ability to choose and use appropriate formatting and layout skills for various document types
3. demonstrate ability to create, layout, format spreadsheets and graphs; create formulas for various purposes
4. demonstrate ability to set up, modify, and use a database to answer given and self-created questions
5. students must attend and participate in class lessons on these topics
6. demonstrate ability to plan and create a purposeful digital presentation(s), incorporating other digital media
7. demonstrate ability to do meaningful and purposeful research using the internet

**II. COMMUNICATORS who**  
**D. use the personal computer (continued)**

**EVALUATIVE CRITERIA**

[(For those taking a comparable class/course at another educational institution, proficiency means a passing grade of {C” or better).]

1. 20 wpm (“words per minute”) at 80% accuracy with proper fingering and posture
2. successful completion of portfolio assignments, based upon criteria checklist, with printouts as evidence.
3. successful completion of portfolio assignments, based upon criteria checklist, with printouts as evidence.
4. use sort, search, and layout; refer to checklist used in computer classes
5. appropriate staff have to sign-off on successful completion of a student checklist, and student “honor-signed” agreement
6. refer to checklist used in Computer classes
7. refer to individual class objectives

### **III. CRITICAL THINKERS AND PROBLEM SOLVERS who**

#### **A. understand bias and take action to eliminate it**

### **OUTCOMES**

To complete this Essential you must demonstrate that you have:

- 1) taken action to understand and eliminate bias,
- 2) reflected on your actions, and

### **MEANS OF ASSESSMENT**

Typically, students will complete this Essential through coursework, a project, work in the community, or an independent study during their junior and/or senior years. Each student will create a contract with a teacher from the Anti-Bias Team to create an action plan and a plan for reflective analysis.

Students reflections will include answering the anti-bias essential questions (see Evaluative Criteria) in a documentable form (writing, video, theater, etc.) and engaging in a dialogue with a teacher from the Anti-Bias Team regarding their responses to the questions.

Completion of this Essential will be documented on an Evaluation form and signed by a teacher from the Anti-Bias Team.

### **EVALUATIVE CRITERIA**

- an honest effort to understand and eliminate bias
- sample anti-bias essential questions:
  - What bias/es did your actions address?
  - What was your action?
  - Why did you choose this?
  - How did you feel about the experience?
  - Was it potentially effective in helping to eliminate bias?
  - How did this experience affect your view of bias and yourself ?
  - How have you changed your view of bias over time?
  - What knowledge or experience prepared you for this change?
  - What were the identity factors which this action related to? why these?
  - What are the historical roots of this bias?
  - What are contemporary examples of this particular bias?
  - How doe this bias (biases) affect you personally?

### **III. CRITICAL THINKERS AND PROBLEM SOLVERS who B. use the different methods of critical thinking and problem**

#### **OUTCOMES**

Among a wide variety of critical thinking and problem solving strategies, the following are the ones to be assessed:

1. use the Scientific Method
2. reason mathematically
3. question, analyze, interpret, and evaluate information, and form conclusions
4. describe different points of view on a particular subject
5. locate pertinent information to answer questions and solve problems (research)

#### **MEANS OF ASSESSMENT**

Unlike the other LACS graduation Essentials these skills will be practiced and demonstrated in many different types of courses and subject areas.

Students will collect proficient examples of critical thinking and problem solving for each of these six methods within other essential portfolios.

Each graduate will reflect on and apply their various methods of critical thinking and problem solving to their senior year Team Interdisciplinary Graduation Project. To help students prepare for their senior year demonstrations, they will compile examples of their experiences with critical thinking and problem solving as follows:

- At the completion of any course, project, independent study, or committee which addresses any of the methodologies, each student will add to, as appropriate, a critical thinking and problem solving form. These forms will be located in the Portfolios associated with each Essential course.
- As part of the student's senior year, s/he will choose their best examples of critical thinking and problem solving for each of the methodologies mentioned under outcomes as well as any others which they have developed, and write a reflective piece about this work for the senior portfolio.



### **III. CRITICAL THINKERS AND PROBLEM SOLVERS who B. use the different methods of critical thinking and problem solving**

#### **EVALUATIVE CRITERIA**

For each of the six (6) methods there will be formal assessments of proficiency in at least one of the other Essentials. The evaluative criteria for these methods are defined in each of the other Essentials which will teach these methods. For example, if students complete Essential VI. *Contributors to Sustaining the Natural Environment*, they will have at least one proficient demonstration of method #1 (the scientific method) in section D of their portfolio Demonstrations for method #5 (research) will be assessed in Essentials II.A., V.A & B, VI, and possibly others.

Students will also be practicing and learning these methods in many other contexts and for many other Essentials. They will reflect on the strengths and weaknesses of these different methods of critical thinking and problem solving through in their reflections. The final demonstrations for this Essential will come in the senior year Portfolio and Interdisciplinary Team Project.

### **III. CRITICAL THINKERS AND PROBLEM SOLVERS who C. uses the processes of conflict resolution**

#### **OUTCOMES**

1. Understand and practice cooperative means for resolving interpersonal conflicts
  2. Be able to generate several alternatives to work respectfully with others and solve problems
  3. Confront conflicts with positive techniques
- Students may demonstrate these outcomes through participation in:

#### **MEANS OF ASSESSMENT**

- a semester of any of the LACS conflict Resolution Committees (Alternative Community Court, or Mediation),
- an LACS conflict resolution class,
- through a supervised conflict resolution program of study outside of LACS (i.e., CDRC training) and as approved by a Guidance Counselor or a Curriculum Coordinator for Essential III, or
- service to our school by performing mediations, helping Mediation Committee with training, or other similar activities approved by a Guidance Counselor or a Curriculum Coordinator for Essential III.

#### **EVALUATIVE CRITERIA**

Students will be evaluated on their:

- Successful completion of one semester of a Conflict Resolution Committee using the strategies appropriate for that committee.
- Successful completion of a course or outside program of study.

**IV. DESIGNERS, PERFORMERS AND PRODUCERS who pursue in-depth one artistic area: theatre, music, movement, visual arts, media or technology**  
**OUTCOMES**

Designers, Performers and Producers will:

- A. know and apply basic technical skills
- B. critique their own art work and the work of others
- C. communicate effectively in their medium
- D. understand the social and historical context of art
- E. commit themselves to disciplined work
- F. identify themselves in their work

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\*G. be creative

\*H. understand aesthetics

[\*Required for In-Depth Advanced Explorations]

**MEANS OF ASSESSMENT**

All students will create an Arts Portfolio to demonstrate proficiency in the arts. This can be accomplished through a Course Concentration (typically one year of study in one area of the arts) or an Independent Concentration.

**The Course Concentration** can be done through such courses or projects as Chorus, Ensemble, Jazz (“Street”) Band, Studio in Visual Art, High School Drama, High School Photography and Visual Sociology, or Video Project and Visual Sociology.

**Independent Concentrations** may be created by working with a staff member to develop a Portfolio in the following areas: Instrumental Music, Technological or Computer Design and Production, Photography, or Video Production. Independent Concentrations in Dance or Instrumental Music may be done through studies in other schools or community arts programs

**IV. DESIGNERS, PERFORMERS AND PRODUCERS who pursue in-depth one artistic area: theatre, music, movement, visual arts, media or technology (continued)**

**EVALUATIVE CRITERIA**

**Each student will demonstrate the following** through their Design, Production, Performance Concentration:

**A. Techniques**

- accurate use of technical vocabulary
- breadth of technical skill and knowledge
- successful application of skills and knowledge

**B. Criticism**

- description of strengths and weaknesses of a piece or performance
- understanding and application of criticism to your own work

**C. Communication**

- clear communication with an understanding of audience
- communication of a point of view

**D. Social Content**

- description of how a work reflects the culture of the artist
- description of the social values or messages in a work of art and the techniques used by the artist to communicate them

**E. Discipline**

- follow through from beginning to end of a project

**F. Identify self in the work**

- self-investment and individual uniqueness in the process and product(s)

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**\*G. Creativity** - *creating a work or production which shows: originality, feeling, power or soul, depth, uniqueness, individual vision and approach, style, or voice*

**\*H. Aesthetics** - *development of your own philosophy of art; identify yourself in your art*

## **V. RESEARCHERS WITH A HISTORICAL AND MULTICULTURAL PERSPECTIVE who**

### **A. understand U.S. history and the processes of democratic government**

## **OUTCOMES**

### **Critical Thinking & Expression**

- a. Take clear, organized, useful notes from class activities, lectures and reading assignments.
- b. Write essays about historic events, issues, people, etc., using appropriate grammar, structure, and historical information.
- c. Analyze historic events and social studies materials for multiple viewpoints.
- d. Complete a clear, organized, fully documented research project on a topic in U. S history and government. (e.g. research paper, class presentation, video)

### **2. Knowledge**

- a. Develop vocabulary and concepts specific to United States history and government
- b. Trace strands of significant ideas and events chronologically
- c. Describe the structure and function of the United States government including knowledge of the historic development of the United States Constitution, legislative processes, and the role of significant Supreme Court decisions.
- d. Analyze the roles of people and institutions in struggles for social, economic, and political justice.
- e. Describe forces that have shaped United States foreign policy.

## **MEANS OF ASSESSMENT**

Outcomes (notes, essays, viewpoints, research, vocabulary and concepts, chronology, U.S. government, justice, and foreign policy) will be assessed through each student's portfolio. Portfolios will include several examples in each of the outcome areas that have been minimally assessed as proficient. In addition, students will comment on portfolio pieces that best represent the progress they made in their study of U.S. History and government.

## **EVALUATIVE CRITERIA**

A portfolio of demonstrations for all of the specific outcomes will be evaluated on:

- use of accurate and relevant data and vocabulary;
- logical & coherent organization;
- development of ideas with appropriate examples, explanations, and details;
- originality of ideas & conclusions

The Regents exam will be evaluated in accordance with NY State criteria.

## **V. RESEARCHERS WITH A HISTORICAL AND MULTICULTURAL PERSPECTIVE who**

### **B. understand global studies and multiculturalism**

## **OUTCOMES**

### **1. Knowledge and skills**

- a.** In-depth studies of at least two cultures different from the student's own, including knowledge of historic, economic, social, religious, geographical, and/or political roots.
- b.** Knowledge and understanding of concepts and vocabulary in global studies and multiculturalism, including specific demonstrations for each different content area studied.
- c.** Ability to give an in-depth explanation of the multiple causes of historical events, including knowledge of social forces such as power & oppression, and how they operate over time.
- d.** Ability to complete a research paper/project using appropriate research process including credible and accurate sources, citations, and bibliography.
- e.** Ability to write an analytical essay; and
- f.** Ability to work effectively in a group to learn and teach global studies.

### **2. Personal reflections**

- a.** Ability to evaluate the student's own learning process and progress, including the ability to ask essential questions, analyze their learning style, complete a thorough self-evaluation, understand and articulate the effects of their studies on their views and values.
- b.** Awareness of the student's own perspective/world view, including understanding ethnocentricity, bias and prejudice; understanding that their view of the world is not universally shared; and understanding how they know what they know.
- c.** Ability to understand and empathize with people of different backgrounds, and to respect difference and connectedness (particularly as they relate to race, sex, ability, cultural heritage, national origin, social class, religion, and sexual orientation).

### **3. Critical thinking and analysis**

- a.** Ability to use various tools and skills in gathering information (e.g. observing, interviewing, note taking, using the library, and reading print media, maps, images, charts/graphs/statistics, etc.)
- b.** Ability to organize, analyze, and synthesize information.
- c.** Ability to weigh evidence, awareness of various viewpoints, seeing connections and relationships, speculating on possibilities, and assessing value and importance both socially and personally
- d.** Knowledge of different ways societies have solved problems and structured systems; (e.g. political, social, economic, religious, philosophical, environmental)

#### **1.a-f. Knowledge and skills**

Demonstrations for each of the six (6) outcomes will become part of each student's Global Studies Portfolio. Each student will put progressively better work into their portfolio as they proceed through Global Studies and Multiculturalism courses (usually during ninth or tenth grade). Each Global Studies and Multiculturalism course will build in the opportunity for students to successfully complete all six demonstrations. The teacher will periodically spend time reviewing each student's Portfolio and make recommendations for the future. Each student's Portfolio must have at least one successful demonstration in each of the six areas for the student to complete this Essential. For outcome 1.b., knowledge and understanding, students will put in their Portfolio a progression of demonstrations representing each different content area studied.

Students will take the New York State Regents exam.

## **V. RESEARCHERS WITH A HISTORICAL AND MULTICULTURAL PERSPECTIVE who**

### **B. understand global studies and multiculturalism**

#### **MEANS OF ASSESSMENT (continued)**

##### **2. Personal reflections**

All students will keep an ongoing Global Studies Journal throughout their course work in Global Studies, where they will work on developing self-reflective thinking and writing. Teachers will use the Journals to help evaluate each student's progress in the three outcomes. Each student will use their Journals to formally reflect on their learning and valuing process and progress throughout their work in Global Studies and Multiculturalism.

##### **3. Critical thinking and analysis**

Each student will be expected to demonstrate proficiency in each of the six (6) outcomes. (This will typically be demonstrated through a "Final Performance" in the fourth cycle of their tenth grade Global Studies and Multiculturalism class.)

1. a-e. A portfolio of demonstrations (with the exception of f., working cooperatively in a group) will be evaluated on:

- use of accurate and relevant data and vocabulary;
- logical & coherent organization;
- development of ideas with appropriate examples, explanations, and details;
- originality of ideas and conclusions.

1.f. Group work will be evaluated on the student's ability to:

- follow through on individual tasks and responsibilities and meet deadlines;
- give useful feedback and accept feedback from other group members;
- reflect on roles in the group, and the strengths and weaknesses of the group;
- use group time effectively and keep focused on the work.

2. Journal writing will be evaluated on:

- the degree to which each topic has been addressed;
- sincerity of effort in self-reflection;
- development and expression of personal opinions and ideas.

3. Critical Thinking and Analysis

- the final performance will be evaluated on:
- use of accurate and relevant data and vocabulary;
- logical & coherent organization;
- development of ideas with appropriate examples, explanations, and details;
- originality of ideas and conclusions.

**V. RESEARCHERS WITH A HISTORICAL AND  
MULTICULTURAL PERSPECTIVE who  
C. understand local, national, and global economics**

**OUTCOMES**

**1. Understand the theory of different economic systems**

(traditional, market, command) and economic practice in relationship to political systems (capitalism, communism, socialism, etc.)

**2. Understand the workings of the U.S. economy, including:**

- *role of government* (taxation, budget process, monetary, and fiscal policy, control/stimulation of economy, social programs, etc.)
- *economic cycles* (inflation, recession, depression, unemployment)
- *economic institutions* (markets, business combinations, banks, etc.)
- *economic relationships* (roles and relationships of consumption, production, capital, labor)
- *economic evaluation/assessment* (economic indicators, growth, sustainable development)

**3. Understand the workings of the global economy, including:**

- *relationships* (exploitative or interdependent, first world/ third world, global markets, international capitalism, colonialism)
- *institutions* (multinational corporations, World bank, International Monetary Fund)
- *trade* (balance of payments, deficits, GATT, NAFTA)

**MEANS OF ASSESSMENT**

Students will demonstrate their understanding and application of economics through an economics course or through independent study. Each student must show their understanding of the first three (3) outcome areas - 1, 2, and 3 - through tests, written work, presentations or other assessments. Typically, outcome 4 will be demonstrated through a major project.

Independent studies in economics must be overseen by an LACS Economics teacher from inception to completion. **Independent studies in Economics must be started no later than the third nine-week cycle (or quarter) of a student's senior year.**

**EVALUATIVE CRITERIA**

**[see the "Course Expectation Form" for the LACS economics course for specific evaluative criteria]**



## **VI.CONTRIBUTORS TO SUSTAINING THE NATURAL ENVIRONMENT who know the key concepts of physical, biological, and chemical components of the environment and their interrelatedness**

To complete the graduation requirements in this essential, students are required to complete course portfolios in the following: ●one course in the Physical Sciences; ●one course in the biological sciences; ● one additional course of choice. In addition, each student must pass one science regents exam (typically in either earth science or The Living Environment).

### **OUTCOMES**

1. Demonstrate proficient understanding of the conceptual areas listed below which are targeted by the specific courses chosen.
  - Physical Science
    - Scale of geologic time and interpretation of geologic history
    - Scale and motion of celestial bodies and outer space
    - Connection between biotic and abiotic
    - Energy flow in Earth processes
    - Energy flow in the universe
    - Weather process
    - Geology as matter and resource:sustainability
    - Atomic basis of chemical structure and reaction
    - Subatomic interactions and particles
    - Behavior of matter/ phases
    - Acids, Bases
    - Empirical relationship of elements in compounds and reactions
    - Force
    - Patterns of motion
    - Forms and behavior of energy
  - Biological Science
    - The cellular basis of life
    - Basic biochemistry
    - Energy, life, and metabolism
    - The role of DNA and genetic continuity
    - Evolution
    - Homeostasis
    - Structure of ecosystems
    - Material cycling in ecosystems
    - Energy flow in ecosystems
    - Populations
    - Sustainability
    - Environmental issues and responses
2. Demonstrate an awareness of the interrelatedness of the key concepts studied:
  - Be able to identify specific meaningful interrelationships.
  - Be able to discuss or illustrate in clear terms the manner in which the concepts interrelate, using specific examples to illustrate the effect each has on the other.
3. Further develop the use of the Scientific Method as a tool for critical thinking and empirical research, employing the following aspects of this process:
  - Statement of purpose
  - Development of hypothesis
  - Design of procedure
  - Observation and data collection/representation
  - Analysis and interpretation of results

## **VI.CONTRIBUTORS TO SUSTAINING THE NATURAL ENVIRONMENT who know the key concepts of physical, biological, and chemical components of the environment and their interrelatedness (continued)**

### **MEANS OF ASSESSMENT**

1. Students' understanding of key concepts will be demonstrated through completion of their specific course portfolios. Each course portfolio will represent a structured collection of performances and demonstrations regarding the key concepts targeted. These demonstrations will include such documents as: Unit assessments, homework packets, research papers, projects, lab reports.
2. Students' awareness of interrelatedness will be demonstrated through such performances as: comprehensive concept maps, research papers, and projects.
3. Students' progress on their use of the scientific method will be demonstrated through lab performances and a lab notebook which will serve as a portfolio of lab reports. These reports will generally be structured so as to include the 5 components listed under "Outcomes".

### **EVALUATIVE CRITERIA**

1. Evaluation of portfolio entries addressing key concepts will be based on:
  - Degree of conceptual clarity/accuracy of understanding.
  - Depth of development.
  - Clarity of communication, and presentation of document.
  - Use of specific examples and illustrations.
2. Evaluation of portfolio entries addressing the interrelatedness of key concepts will be based on:
  - The degree to which key interrelationships are identified.
  - The accuracy of the description or illustration of interrelationships identified.
  - The use of specific examples in describing the interrelationships being developed
3. Evaluation of the use of the scientific method as an empirical research tool will be based on the degree to which the student is able to:
  - Provide a clear statement of purpose.
  - Write a reasonable hypothesis which includes a clear rationale.
  - Design investigations which make effective use of controls and replicates
  - Follow protocol carefully.
  - Observe closely, record results accurately, and present data clearly.
  - Formulate meaningful conclusions which reference specific results.
  - Work as a member of a group.

## **VII.HEALTHY PERSONS who**

**A. understand personal wellness and demonstrate physical fitness, meeting of personal physical challenges, and group participation**

### **OUTCOMES**

1. Exhibit a physically active lifestyle
2. Achieve and maintain a health-enhancing level of physical fitness
3. Demonstrate responsible personal and social behavior with a diverse group of people

### **MEANS OF ASSESSMENT**

1. Use of a journal/log, student project, observation, and teacher evaluation to show they have acquired the skills to engage in physically challenging activities safely. Complete a semester from at least three of the following categories: aquatics, dance, self-defense, outdoor pursuits, interscholastic/recreational sports, independent PE/PE classes.
2. Complete a physical fitness test to design a personal wellness plan/project. Contract with PE teacher a three month plan/project with three stated goals, means of evaluation, record keeping and self-reflection essay.
3. Use of teacher evaluation, student project, or event task of two documented experiences in being a member of a team/group that accomplishes a common goal in a physical activity.

### **EVALUATIVE CRITERIA**

1. Documentation of all physically challenging activities that reflect:
  - a) proficiency in skill development;
  - b) application of rules and strategies
  - c) improvement in physical fitness
  - d) performance of complex skills;
  - e) knowledge and safe use of resources
2. Contract, journal/log, essay reflects:
  - a) frequency, intensity, time (content)
  - b) progress toward goals
  - c) depth of involvement
  - d) detailed reflection of experience
  - e) appropriate analysis and assessment of experience
3. Documentation of:
  - a) participants' role
  - b) contribution to group process
  - c) responsible behavior
  - d) strategies for including persons of diverse backgrounds, age, gender, and abilities

## **VII.HEALTHY PERSONS who**

### **B. understand concepts of human sexuality and current health issues**

#### **OUTCOMES**

Demonstrate understanding of concepts of Human Sexuality and current major health issues (presently—AIDS, and substance use & abuse)

#### **MEANS OF ASSESSMENT**

Each student will maintain a:

1. Portfolio of individual demonstrations (written, video, audio, or other), from health or other classes, projects, workshops, or infusion days)
2. Personal Health Journal beginning in the 9th grade year with regular reflections entered at least each cycle (guidelines for this journal are provided by the physical education teacher).

#### **EVALUATIVE CRITERIA**

1. Understanding will be assessed on the basis of Portfolio items which provide evidence of knowledge of the essential concepts of the body of material studied, completeness, accuracy, and appropriate use of terminology.
2. The Personal Health Journal will be assessed as to thoroughness, consistency of entries throughout the student's high school experience, and depth of personal insight or self-reflection

## LACS High School Requirements

The following guide serves an overview of the minimum expectations for successful completion of the LACS graduation requirements.

- I. A. Work and Live Cooperatively**
  - 75% attendance/participation with FG, ASM & Committee
  - (satisfies “Participation in Government” requirement)
- I.B. Community Service**
  - 60 hours documented
- I.C. Career Explorations**
  - 2 explorations documented
- II. A. Read, Write, Listen, Speak in English**
  - 4 years
  - Senior Seminar
- II. B. Second Language**
  - 3 years (through Intermediate level)
- II. C. Mathematics**
  - 3 years
- II.D. Computer Literacy**
  - May be completed in MS. Otherwise complete.
- III.A. Anti-Bias**
  - Contracted in the 11th or 12th grade
- III. B-C. Critical Thinking, Problem Solving, Conflict Resolution**
  - One semester of Alternative Community Court or Mediation
- IV. Designers, Producers, and Performers**
  - One year
- V.A. U.S. History and Government**
  - One year
- V. B. Global Studies and Multiculturalism**
  - Two years
- V.C. Economics**
  - One semester
- VI. Sustaining the Natural Environment**
  - One year of physical science
  - One year of biological science
  - One additional science

## **LACS High School Requirements (continued)**

### **VII. A. Healthy Persons-PE**

- Two years
- Wellness Plan (Senior year)

### **VII. B Human Sexuality & Other Health Issues**

- One semester

### **Team Interdisciplinary Project**

- One semester

### **Individual Senior Project**

- Senior year

### **In-Depths**

- At least 2 areas of In-Depth study are needed.  
(An area of In-Depth study is an additional one to two years of study beyond the core, depending on the discipline.)

### **Trips**

- Two trips

The following are the distribution of required core credits/years needed:

ENGLISH .....	4 credits
MATH.....	3 credits
FINE ARTS .....	1 credit
LANGUAGE OTHER THAN ENGLISH....	3 credits (1 in M.S.)
SOCIAL STUDIES.....	4 credits
SCIENCE.....	3 credits
PHYSICAL ED.....	2 credits
HEALTH.....	½ credit

Students must pass the New York State Regents exam (or NYS Dept. of Ed. Approved Alternative in the following areas: English/Language Arts, U.S. History & Govt., Global History, Math A, One (1) Science, Foreign Language Proficiency.

## LACS Middle School Requirements

The following guide serves an overview of the minimum expectations for successful promotion to the high school program of LACS.

### All students are expected to:

#### A. Family Groups, Committees, All-School Meetings, Spring Trips

Attend, participate in, and pass three years of Family Group, Committees of their choice.

#### B. Community Studies (2 cycles)

Complete at least two cycles of community studies: one (1) cycle of community service and one (1) cycle of career exploration.

#### C. Visual Art (4 cycles)

Complete at least four (4) cycles of art, either through art classes or approved art projects.

#### D. Music/Theater (4 cycles)

Complete at least four (4) cycles of music. Two cycles must be in a semester-long music class, the other two may be through music projects, music/theater productions, or approved private music classes/lessons.

#### E. Physical Education (12 cycles)

Complete a minimum of four (4) cycles of physical education each of the three years of middle school, either through classes or approved PE projects. Students may also fulfill this requirement through approved participation in classes/fitness-related activities outside of LACS and/or through participation on an interscholastic sports team. (12 cycles of physical education total)

#### F. Foreign Language

Complete at least one (1) semester-long Intro. to Languages course either in Spanish or French (students are encouraged to take both). Begin the three-year long language sequence required for high school graduation: Beginning A, Beginning B, and Intermediate.

#### G. English (10 cycles)

Complete *PAL (People and Literature)*, the first semester interdisciplinary English/Social Studies course for sixth graders. Successfully complete at least four (4) additional middle school English courses (10 cycles of English total).

#### H. Social Studies (10 cycles)

Complete at least five (5) middle school social studies courses. Of the five, one will be the *PAL* English/Social Studies interdisciplinary course taken by sixth graders their first semester. Another course students should complete is *Historical Researchers*, a course for eighth graders. (10 cycles total)

#### I. Science/Health (12 cycles)

Complete at least five (5) middle school science courses AND one (1) middle school health course. Of the five science courses, one should be the interdisciplinary math/science course *I & T (Inquiry & Technology)* that sixth graders take their first semester. One should be a second semester *Physical Science* course taken in eighth grade. Of the other three courses, one should be in life science and one other should be in physical science. (12 cycles total, including Health)

## LACS Middle School Requirements (continued)

### J. Mathematics

Complete either of two sequences of semester-long middle school math courses, beginning with the interdisciplinary math/science course *I & T (Inquiry & Technology)* that sixth graders take their first semester.

#### 2-YEAR SEQUENCE

(begin H.S. math in 8th grade)

**6th Gr.:** *I&T, then Graphs & Statistics*

**7th Gr.:** *Pre-Algebra, then Geometry 2*

**8th Gr.:** *Beginning Alg./Geometry* (1st yr. H.S.)

#### 3-YEAR SEQUENCE

(begin H.S. math in 9th grade)

**6th Gr.:** *I&T, then Geom. 1 or  
Ratios, Proportions, Percents*

**7th Gr.:** *Ratios, Proportions, Percents or  
Geom. 1, then Graphs & Stats*

**8th Gr.:** *Pre-Algebra, then Geometry 2*

### K. Computer Literacy

Complete at least the first of two (2) computer literacy courses (or their equivalent) required for graduation from LACS. *Keyboarding* and *Word Processing* is offered as a project the first three cycles each year, and is best taken in sixth or seventh grade. Middle school students may also take *Spreadsheet, Database, and Multimedia*, a semester-long course, in eighth grade when it is easier to schedule.

### L. Technology

Complete at least three (3) cycles of technology (preferably some each year of middle school) through either courses or projects. Other projects such as *Silkscreening, MS Photography, Set/Tech Design, R.I.B.S.*, etc. may also meet the technology requirement.

### M. Eighth Grade Challenge Project

Work with a teacher/mentor to define an “individual project” that goes above and beyond the expectation for that course. Develop and create this project, and complete it over the course of the eighth grade year. Final Challenge projects will be on display at the Middle School Promotion in June.



## Graduation by Exhibition (GBE) Glossary

### **advanced explorations**

Upon the successful demonstration of proficiency in any one of the seven Essentials of the “core curriculum,” students will need to select at least two areas in which to do significantly advanced work in two or more learning experiences (or “advanced explorations”) from the following:

- additional course and/or project work either at ACS or elsewhere, including TC3, IC, and/or Cornell
- community academic placement
- independent study
- “interning” at one of the nearby colleges or universities or businesses or community agencies
- vocational course work at BOCES
- personal work and/or travel experiences.

### **assessment**

The method by which a teacher evaluates each demonstration for proficiency.

### **Coalition of Essential Schools**

A major national education reform organization spearheaded by TheodoreSizer and Brown University (see the description in the back of this booklet).

### **core curriculum**

This is the work involved in demonstrating proficiency in the seven Essentials; typically being completed in the first two years of high school.

### **criteria** (or evaluative criteria)

The standards teachers use in assessing whether or not a student has demonstrated proficiency in meeting each Essential outcome.

### **demonstration**

A test, paper, project, performance, journal or other evidence of a student’s skills, knowledge, or attitudes that a teacher will use in assessing proficiency in an Essential outcome.

### **“early” graduation**

High school students can apply to be considered “seniors,” and thus enroll in the “senior institute” when they have successfully completed their “core curriculum” demonstrations of proficiency in all seven Essentials, and have made significant progress in two or more areas of In-Depth study such that it is reasonable to expect that they could successfully complete their graduation requirements in their senior year.

### **essentials**

The grouping of skills, knowledge and attitudes that all ACS students must demonstrate to graduate. The Essentials replace credits and subject areas.

### **essential question**

A broad conceptual question upon which the content and curriculum of a course often is based.

## Graduation by Exhibition (GBE) Glossary (continued)

### **evaluations**

Narrative written descriptions of a student's progress in a class, a project, etc. which each student and parent/caregiver receives each nine week cycle (or quarter).

### **exhibition**

This refers to the "Final Graduation Exhibition" which consists of an oral presentation before a senior's "Graduation Committee" using various materials to show what you know and are able to do in three Essential areas, to discuss your involvement in school governance, your senior interdisciplinary team project, your individual senior project, to reflect on oneself as a learner, to discuss plans for life-after-ACS, and to receive outside affirmation of your high school work and experiences.

### **final performance**

A final demonstration for a class (or series of classes) that teachers will use in assessing proficiency in an Essential. The final performance is different from other demonstrations in that it asks students to pull together and apply material from a year or more of study, usually at the end of the year.

### **GBE (Graduation By Exhibition)**

ACS' new approach to graduation and the sixth principle of the Coalition of Essential Schools ("Diploma by Exhibition"). A diploma is awarded based on successful demonstration (exhibition) of the graduation Essentials, rather than on credits, grades, or time spent in classes.

### **GBE Curriculum Chart**

The table or "picture" accompanying the course booklet and schedule which provides a quick reference to each Essential and the related courses/projects/committees, teachers, periods taught, and typical high school grade level (if any).

### **graduation committee**

This Committee is the group to whom each senior presents their "Final Graduation Exhibition" and consists of each senior's Guidance Counselor, Family Group Leader, a second staff member of the senior's choice, any other adult(s) a senior may choose, and an ACS junior (or tenth grader).

### **in-depth study**

The purpose of "In-Depth Study" is to give each individual student the opportunity to self-design a program of study in two or more areas in which s/he is most interested. This means the demonstration of significant work done beyond the core proficiencies. [Note - for Essential II, "Communicators," there are four (4) areas which can be studied "In-Depth" - English, a language other than English, math, and computers.]

### **means of assessment**

The specifics of what a student has to do (journals, tests, projects, etc.) in order to complete an Essential. The means for each Essential are summarized in the "GBE Curriculum Chart."

### **outcomes (or essential outcomes)**

The specific skills, knowledge, and attitudes each student is required to demonstrate in order to complete the essential.

**portfolio**

A collection of work which represents a student's progress. It can include a variety of demonstrations of learning including: drawings, written work, videos, evaluations, journals, etc. The two kinds of ACS portfolios are:

- 1) the **essential area portfolio** - a collection of work for a particular Essential which is necessary for completion of that Essential.
- 2) the **graduation portfolio** - the compilation of all of your Essential portfolios with other material such as your resume, autobiographical sketch, personal budget plan, etc.

**proficiency**

The standard for passing or completing or "meeting the expectations" for an Essential. The Essential area teacher(s) will determine whether a demonstration is proficient based on the criteria outlined in this booklet for each Essential. Typically this means "mastery" or 80-85% or better in terms of conventional "grades."

**senior institute**

In the fall of the senior year, ACS seniors typically schedule "Senior Seminar," their "Senior Interdisciplinary Team Project," their Economics course, and submit their proposal for their "Individual Senior Project." They will also take additional courses and projects as well as Family Group and Committee.

**senior seminar**

This is a one semester course scheduled in the fall of a student's senior year designed to help each senior to complete and organize the components of their "graduation portfolio" (which is a collection of material from previous high school work), and the writing of several documents during the Seminar, e.g. a personal resume, a personal reflection of each of the seven Essentials, and a plan for life-after- LACS. It also is typically the final high school English course and includes advanced reading of, writing about, and discussion of literature as well as preparation for the SATs, and writing drafts of practice essays for anticipated college applications.

## COALITION OF ESSENTIAL SCHOOLS

### The Ten Common Principles

The **Ten Common Principles** which guide the work of the Coalition and its member schools call broadly for schools to set clear and simple goals about the intellectual skills and knowledge to be mastered by all the schools' students; to lower teacher/student loads, personalize teaching and curriculum, and make student work the center of classroom activity; to award diplomas based on students' "exhibition" of their mastery of the schools' program; to create an atmosphere of trust and respect for the school, faculty, students and parent/caregivers; and to accomplish such changes with no more than a 10% increase in the schools' budget.

- 1) The school should focus on helping adolescents learn to **use their minds well**. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.
- 2) The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by "subjects" as conventionally defined. The aphorism "**Less Is More**" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.
- 3) The school's goals should apply to **all students**, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group of class of adolescents.
- 4) Teaching and learning should be **personalized** to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, **decisions** about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be **unreservedly placed in the hands of the principal and staff**.
- 5) The governing practical metaphor of the school should be "**student-as-worker**" rather than the more familiar metaphor of "teacher-as-deliverer-of-instructional-services." Accordingly, a prominent pedagogy will be "**coaching**," to provoke students to learn how to learn and thus to teach themselves.
- 6) Students entering secondary school studies are those who can show competence in language and elementary mathematics. The diploma should be awarded upon a successful **final demonstration of mastery for graduation – an "Exhibition."** This Exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. The school's program proceeds with **no system of "credits earned" by "time spent"** in class.
- 7) The **tone** of the school should explicitly and self-consciously stress values of **unanxious expectation** ("I won't threaten you but I expect much of you"), of **trust** (until abused), and of **decency** (the values of fairness, generosity and tolerance).

- 8) The principal and teachers should perceive themselves as **generalists first** (teachers and scholars in general education) and **specialists second** (experts in but one particular discipline). Staff should expect multiple obligations (e.g. “teacher-counselor”) and a sense of commitment to the entire school.
- 9) Ultimate administrative and budget targets should include, in addition to total **student loads per teacher of 80 or fewer pupils**, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate **per pupil cost not to exceed** that at traditional schools by more than **10%**.
- 10) The school should demonstrate **non-discriminatory and inclusive policies, practices and pedagogies**. It should model **democratic practices** that involve all who are directly affected by the school. The school should **honor diversity** and build on the strengths of its communities, deliberately and explicitly **challenging all forms of inequality**.

## NEW YORK STATE LEARNING STANDARDS

Students will demonstrate the knowledge and skills necessary for:

maintaining a safe and healthy environment  
managing personal and community resources  
maintaining personal health and fitness

reading, writing, listening, and speaking for information and understanding, for literary response and expression, for critical analysis and evaluation, and for social interaction

communicating in a language other than English  
attaining cross-cultural understanding

engaging in mathematical analysis, scientific inquiry, and technological design  
managing information systems  
understanding mathematical, scientific, and technology concepts and principles  
understanding common themes across math/science/technology  
engaging in interdisciplinary problem-solving

creating, performing, and participating in the arts  
knowing and using arts materials and resources  
responding to and analyzing works of art  
understanding cultural dimensions and contributions of the arts

understanding the history of the United States and New York State, world history, geography of the world, economic systems, governmental systems and the United States Constitution, and civic values and responsibilities

planning a career  
applying academic learning in real world situations  
pursuing a career option

# **LACS EVENTS**

**08-09**

# Ithaca City School District Academic Calendar 2009-2010

9/8 First Staff Work Day  
9/9 Full Day K-6 & 9  
9/10 Full Day K-12

September				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

February				
M	T	W	Th	F
	1	2	3	4
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

TBD ELA Scoring - Grades 3-8 out only \*  
(\*This does not include LACS students)  
2/15-17 School Recess

10/8 Early Release\* (15 Minute  
Early Release - Mandatory Emergency Drill)  
10/9 Superintendent's Conf. Day  
10/12 Columbus Day Recess

October				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

March				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

3/4 & 3/5 Parent/Tchr. Conf. 1/2 Days  
3/19 Superintendent's Conf. Day

11/11 Veterans Day Recess  
TBD Parent/Teacher Conf. Day  
11/25-27 Thanksgiving Recess

November				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

April				
M	T	W	Th	F
			1	2**
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

4/2 - 9 School Recess\*\*

12/24 - 31 Winter Recess

December				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

May				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28**
31				

5/28 School Recess\*\*  
5/31 Memorial Day Recess

1/1 Winter Recess  
1/18 Martin Luther King Recess  
1/25 Superintendent's Conf. Day  
1/26 - 29 Regents Exams

January				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

6/15 - 6/23 Regents Exams  
6/23 Last Day for Students  
6/24 Last Day for Staff

☐ = Vacation Days  
☐ = Regents Exams

No school for IHS except for students taking exams

○ = Superintendent's Conference Days

No school for students

△ = Parent/Teacher Conference Days

No school for elementary students

▽ = Staff Work Day

◊ = ELA Scoring

◊ \*EARLY RELEASE - MANDATORY EMERGENCY DRILL

\*\*SNOW DAYS

If one snow day occurs, school will be held on May 28

If a second snow day occurs, school will be held on April 2

A third snow day will not be made up

TBD - To be determined

